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Ontario Department of Education

SUMMER COURSES

AND

EXAMINATIONS

IN

1918

FOR

TEACHERS

PRINTED BY ORDER OF

THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO:

Printed and Published by A. T. WILGRESS, Printer to the King's Most Excellent Majesty

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WILLIAM BRIGGS
Corner Queen and John Streets
TORONTO

APPLICATION FOR ADMISSION

As a Summer School Course will not be given unless a sufficient number apply for admission, and, as the staffs cannot be organized until the number of applicants is known, those who are required or who, being duly qualified for admission under Regulation 4 (1), desire to take the courses, shall apply for admission not later than May 25th, and other applicants qualified under Regulation 4 (2), not later than June 1st.

Ministry of Education, Ontario
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PREFACE

COURSES FOR KINDERGARTEN-PRIMARY CERTIFICATES

As announced in the Public and Separate School Regulations no one is now legally qualified to teach a Kindergarten-Primary Form except the holder of a Kindergarten-Primary certificate obtained under the regulations.

In view of the general lack in past years of proper correlation between the Kindergarten and First Form Courses, and of the fact that too often pupils have been placed in the Kindergarten Form who were quite able to take up some of the work of Form I—defects that have resulted in their retardation—some of the existing Kindergarten Forms should be replaced by Kindergarten-Primary Forms; and, except where the pupils are at the lower limit of the ages recognized by The Public Schools Act, Kindergarten-Primary Forms should be established instead of Kindergarten Forms. By these changes the teachers of the Kindergarten Forms and the Junior Grades of Form I will be first affected. With a view, accordingly, to prepare them for the changes and to enable them to do more effectively the work of either Form, the provisions made in 1916 and 1917 for qualifying Summer courses will be continued in 1918 at London and Ottawa as well as at Toronto if a sufficient number apply. Accordingly, the teachers concerned should bear in mind that, as it should not be necessary to continue these courses more than a few years, the Minister now expects the Kindergarten Directors and the teachers of Form I where Kindergartens exist to take advantage of the opportunity without any unnecessary delay.

COURSES IN ELEMENTARY MANUAL TRAINING

Ever since the inclusion of Manual Training in our school courses, there has been a scarcity of teachers of the subject, due partly to the fact that for several years few positions were available owing to the recency of its introduction and the general ignorance of its value, and partly to the length of the special course for the certificate, which prescribed both wood-work and metal-work and required at least a year for its completion. The number of available positions is increasing, and to meet the conditions, an Elementary certificate has been provided for, which omits the metal-work and the course for which may be covered within a shorter period.

Under the foregoing conditions, teachers who qualify forthwith will reap the reward of their energy and foresight, for the salaries now offered run from $1,000 to $2,000. As is provided in the appendix to this pamphlet, special grants are now payable to part-time teachers of Manual Training in rural and village schools. Accordingly, the certificate will be of value from both an educational and a financial point of view.

COURSES IN ELEMENTARY HOUSEHOLD SCIENCE

There is now a growing demand for the teaching of Household Science in rural schools. Equipments have, accordingly, been designed for the use of such schools, and the summer school will this year devote special attention to their requirements. An allowance for travelling expenses and for board and lodging is paid, on conditions set forth in Regulation 8, to teachers attending the Summer School. As provided in the appendix to this pamphlet, special grants are now payable to part-time teachers of Household Science in rural and village schools. As a grant is also paid to the trustees in order to enable them to provide a suitable equipment, there should now be no serious obstacle to the introduction of the subject into a large number of the rural schools, and teachers who attend the summer school will find increasing opportunities to utilize their training.

COURSES IN FRENCH

During their academic courses many of the teachers of French in the Provincial Schools have not had sufficient opportunity to perfect themselves as far as is desirable in the pronunciation of French, and in writing and speaking the language. To meet their necessities, a course of instruction in the aforesaid subjects was given last summer. The number then in attendance was disappointingly small, but the course will be repeated this summer if a sufficient number apply.

ELEMENTARY AND SPECIALISTS' CERTIFICATES

The attention of those High and Continuation School teachers who under the Regulations are required to possess Elementary or Specialists' certificates in certain subjects, is directed to the fact that courses will be provided this summer also for such certificates, and the teachers concerned are again hereby notified that the interests of the schools impose upon the Minister the duty of enforcing the Regulations. As the notice of his intention was first given to both boards and teachers in May, 1915, further delay should not be necessary. It is important for all concerned to note that, as provided by the Regulations, such enforcement entails the Minister's refusal to recognize teachers without the prescribed certificates and may entail his withholding a portion of the Legislative grants from boards that have employed such teachers.

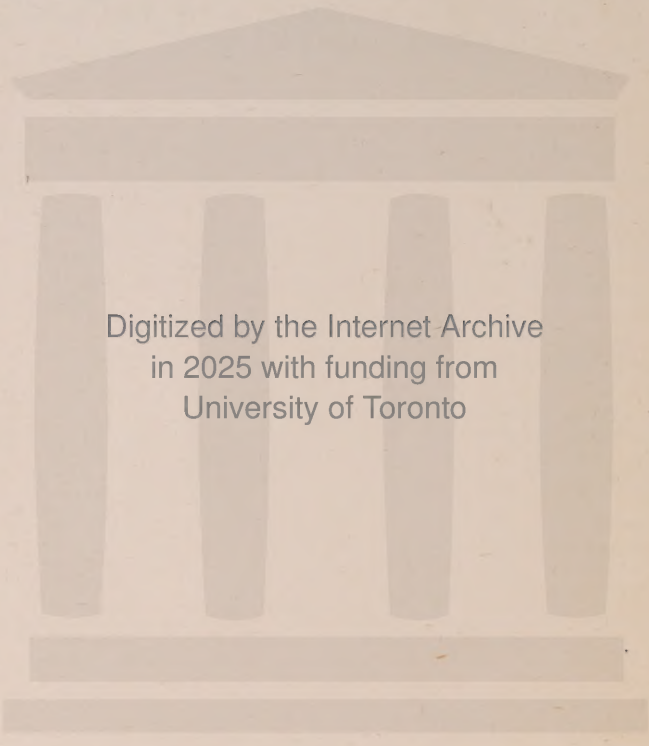
The Minister also hereby notifies the teachers concerned that, until they have obtained the prescribed certificates, the names of those who are now teaching Art, Physical Culture, or the Commercial subjects in the High and Continuation Schools and Collegiate Institutes, will not be included in the Departmental lists from which are to be selected the Associate Examiners.

AUXILIARY CLASSES

Teachers who wish to take the Summer Course for teachers of Auxiliary Classes in 1918 are requested to write before May 25th to Dr. Helen MacMurchy, Inspector of Auxiliary Classes, Parliament Buildings, Toronto, stating the type of Auxiliary Class in which they are chiefly interested and the occupations or handicrafts of which they have a knowledge or in which they desire to become proficient. Requests have already been received for an intensive course in basket making, and such a Summer School course will be provided under a specially qualified instructor if a sufficient number of teachers apply for admission.

CERTIFICATES IN VOCAL MUSIC FOR HIGH AND CONTINUATION SCHOOL TEACHERS

Vocal music has an undoubted claim to a place in a liberal education; it cultivates the taste and provides an ennobling means of emotional expression, and it affords an agreeable change in the routine of school work and the occupations of daily life. Its claims are recognized in the curricula of the best American High Schools, many, indeed, of which have also courses in instrumental music; and, in the judgment of the Minister, the time has arrived when Vocal Music should have a place in our High and Continuation as well as in our Public and Separate School courses. Accordingly, it will appear at first as an option in the amended Regulations of 1918, and, as is usual when a new subject is so introduced, special grants will for a time be provided for the schools that take it up.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GENERAL ANNOUNCEMENT

OF

SUMMER COURSES

AND EXAMINATIONS FOR TEACHERS

GENERAL ANNOUNCEMENT

OF SUMMER COURSES AND EXAMINATIONS FOR TEACHERS

Courses

1. If a sufficient number of duly qualified teachers apply for admission, the ollowing Courses will be provided:

A. By the Department of Education in co-operation with—

(1) The Ontario Agricultural College, Guelph, leading to certificates as llows:

(*a*) In Elementary Agriculture and Horticulture.
(*b*) Intermediate in Agriculture.
(*c*) In Farm Mechanics.
(*d*) Specialist in Agriculture.

(2) The Ontario College of Art, Toronto, leading to certificates as follows:

(*a*) In Elementary Art.
(*b*) As Art Supervisor.
(*c*) As Art Specialist.

(3) The Department of Militia and Defence, Ottawa, leading to certificates s follows:

(*a*) Granted by the Department of Education:
(i) In Elementary Physical Culture.
(ii) As Supervisor of Physical Culture.
(iii) As Specialist in Physical Culture.

(*b*) Granted by the Department of Militia and Defence:
(i) The Strathcona Grade B certificate.
(ii) The Cadet Instructors' certificate (Grade A).

B. By the Department of Education itself, leading to certificates as follows:

(*a*) In Elementary Household Science.
(*b*) In Elementary Manual Training.
(*c*) In Elementary Vocal Music.
(*d*) As Supervisor of Vocal Music.
(*e*) Ordinary in Vocal Music.
(*f*) In the Elementary Commercial subjects.
(*g*) As Commercial Specialist.
(*h*) As teacher of an Auxiliary class.
(*i*) For the Kindergarten-Primary certificate.
(*j*) As Supervisor of Kindergartens and Kindergarten-Primary Forms.
(*k*) For admission to the professional courses for Second Class certificates.
(*l*) For admission to the professional courses for First Class certificates.

The Department will also provide classes for the improvement of teachers of French in the pronunciation of that language and in French conversation, composition and methods.

CENTRES

2. The foregoing Courses will be given as follows:—

(1) In Agriculture and Horticulture, at the Ontario Agricultural College, Guelph.

(2) In Art, at the College of Art, in the Normal School Building, Toronto.

(3) In the Kindergarten-Primary Subjects, in the Aberdeen Public School, London; the Borden Public School, Ottawa; and the McCaul Public School, Toronto.

(4) In Household Science, in the building of the Household Science Department of the University of Toronto, corner of Bloor Street and Queen's Park.

(5) (*a*) In Physical Culture for women, in the building of the Household Science Department of the University of Toronto, corner of Bloor Street and Queen's Park.

(*b*) In Physical Culture for men, in the Armouries and in the Gymnasium of the University of Toronto.

(6) In the study and practice of French pronunciation, and in French conversation, composition, and methods, in the main building of the University of Toronto.

(7) The other courses will be given in the building of the University Schools, Toronto, corner of Bloor Street and Spadina Avenue.

SESSIONS

3. (1) The dates for the beginning and the end of the sessions for Normal School Masters and Public and Separate School Instructors will be announced to these officers by circular.

(2) The session for the course in Farm Mechanics will begin on August 5th and end on August 31st.

(3) The sessions for the other courses will begin on July 2nd and end on August 3rd.

QUALIFICATIONS FOR ADMISSION

4. The following are the qualifications for admission to the different courses, but a student whose attendance, conduct, or sessional work is unsatisfactory may be dismissed from the course at any stage by the Supervising Principal on the report of the Principal:

For the Specialist's Certificate in Agriculture

(1) (*a*) To the courses for the Specialist's certificate in Agriculture may be admitted teachers who hold Specialists' certificates in Science.

For the Intermediate Certificate in Agriculture

(*b*) To the course for the Intermediate certificate in Agriculture may be admitted Public and Separate School Inspectors, Normal School Masters, and other applicants who hold professional certificates qualifying them to teach in High or Continuation Schools and whose academic preparation has included a competent knowledge of Science.

For the Certificate in Farm Mechanics

(*c*) To the course in Farm Mechanics may be admitted applicants who hold or are in course of preparation for an Intermediate Certificate in Agriculture.

For the Kindergarten-Primary Certificate

(*d*) (i) To Course A for Kindergarten-Primary certificates may be admitted applicants with Kindergarten Directors' certificates who have been recommended as successful Kindergarten teachers by the Kindergarten Supervisor or the Public or Separate School Inspector concerned; and

(ii) To Course B for Kindergarten-Primary certificates may be admitted, in the following order of preference, applicants who hold at least Permanent Second Class certificates, who give proof that they are able to sing and play simple airs at sight on the piano or organ, and who are recommended as successful teachers by the Public or Separate School Inspectors concerned:

I. Those who are now teaching in Form I of the Public or Separate Schools where Kindergarten Forms are maintained;

II. Those who are now teaching in Form I of the Public or Separate Schools where Kindergarten Forms are not maintained.

III. Others who are now teaching in the Public or Separate Schools.

(iii) If after the admission of applicants qualified under I, II, and III above, the necessary provision can be made, there will also be admitted applicants with at least Interim Second Class certificates who give proof that they are able to sing and to play simple airs at sight on the piano or organ.

For the Certificate of Admission to the Professional Courses for First and Second Class Certificates

(*e*) To the courses for entrance into the professional courses for First and Second class certificates may be admitted applicants who hold other professional certificates, and who are actually and regularly engaged in teaching in a school in Ontario.

For Other Certificates

(*f*) To the courses for the following certificates may be admitted applicants who now hold certificates qualifying them to teach in the High Schools:

Specialist in Art, Specialist in Commercial subjects, Specialist in Physical Culture, Ordinary certificates in Vocal Music.

(*g*) To the courses for the following certificates may be admitted teachers who hold First or Second Class certificates:

Elementary Manual Training, Elementary Household Science, Elementary Commercial subjects, Supervisor of Art, Supervisor of Kindergarten and Kindergarten-Primary Forms, Supervisor of Vocal Music, Supervisor of Physical Culture.

(*h*) To the courses for the following certificates may be admitted applicants who hold professional certificates qualifying them to teach in the schools of the Ontario Provincial system:

Elementary Agriculture and Horticulture, Elementary Art, Elementary Vocal Music, Elementary Physical Culture, Auxiliary classes.

To the Courses in French

(*i*) To the courses in French may be admitted as follows, the holders of professional certificates qualifying them to teach in High or Continuation Schools:

(i) To Course A, Honour University Graduates in Modern Languages: and

(ii) To Course B, other applicants whose academic preparation has fitted them to teach French.

Other Admissions

(2) (*a*) Applicants who do not hold the qualifications prescribed above, but whose academic and professional qualifications are satisfactory to the Minister, may be admitted to the courses in Art, Physical Culture, and Vocal Music, and, on passing the prescribed examinations may be granted Elementary, Supervisors', or Specialists' certificates qualifying them to teach these subjects alone in the schools for which they are so qualified.

(*b*) To each course, other applicants may be admitted, subject to the approval of the Minister of Education.

APPLICATION

5. (1) **Applicants who are required, or who, being duly qualified for admission under Regulation 4 (1) (*a*)-(*i*) desire to take the courses, shall apply for admission not later than May 25th; other applicants shall apply not later than June 1st.**

(2) The form of application is sent herewith, and should be filled in and addressed as follows:

(*a*) **For the courses in Art and Agriculture, and for the Auxiliary class and Kindergarten-Primary courses, to the Deputy Minister, Department of Education, Toronto.**

(*b*) **For the other courses, to Professor Crawford, the Supervising Principal, the University Schools, Bloor Street, Toronto.**

(3) (*a*) Should the Department decide not to provide a course, applicants for admission thereto will be duly notified.

(*b*) Should the duly qualified applicants for admission to a course be too numerous for the staff and the accommodations, those who are required to attend will be admitted first, and thereafter other applicants in the order of the receipt of their applications until the maximum is reached, the preference being given to those who hold the higher professional qualifications.

(*c*) On application to the Deputy Minister, a teacher who may have been appointed an Associate Examiner for 1918, and who desires but is not required to attend one of the aforesaid summer courses will, if practicable, be excused from the examination work and will be re-appointed an Associate Examiner for the next examination, also if practicable.

REGISTRATION

6. (1) All applicants shall present themselves for registration not later than the first day of the session; applicants for the courses in Agriculture at the office of the President of the Ontario Agricultural College; for the courses in Art, at the office of the Principal of the Ontario College of Art; for the Kindergarten-Primary courses, at the school at which such courses are to be given; and for the other courses, at the office of the Supervising Principal, Bloor Street, Toronto.

(2) The classes will be organized and the work will begin on the morning of the second day.

(3) Applicants will not be admitted to the classes until they present their registration cards.

TUITION FEES

7. (1) All applicants duly admitted to a course under one of the provisions of Regulation 4 (1) above, who are actually and regularly engaged as teachers in the schools of the Provincial system, will be exempt from the payment of tuition fees.

(2) Other applicants duly admitted to a course shall, on registration, each pay, for transmission to the Deputy Minister, a fee of $10, to the following Supervising Principals, as the case may be: Professor Crawford, Bloor St., Toronto; Principal Reid, College of Art, Toronto; Inspector Dandeno, Agricultural College, Guelph; the Principal of the Kindergarten-Primary training class: Dr. Helen MacMurchy, Inspector of Auxiliary Classes.

(3) The tuition fee will be returned to any teacher who paid the said fee under the provisions of (2) above, who satisfactorily completed a summer course leading to a certificate, who has taught the subjects of said certificate throughout the school year following in one of the schools of the Provincial system, and who on any day in July of the year following the course makes application to the Deputy Minister of Education for the return of said fee.

ALLOWANCES

Agricultural and Household Science Courses

8. (1) The travelling expenses, as defined in Regulation (4) (*a*) below, and in addition the sum of $30.00, being an allowance for the cost of board and lodging during the preceding Summer Session, will be paid to any teacher of a rural or urban school who satisfactorily completed a Summer Course leading to a certificate in Agriculture or Household Science, on the report of the Inspector concerned that instruction in Agriculture or Household Science, as prescribed by the Regulations, has been given by said teacher in his or her school throughout the school year following the Course.

(2) Application for the above allowances shall be made to the Deputy Minister of Education on any day in July of the year following the Course concerned, with receipts showing expenditures for travelling expenses, in the case of teachers of Public and Separate Schools through the Inspector concerned, and in the case of High Schools or Continuation Schools directly to the Deputy Minister of Education.

(3) The travelling expenses, as defined in Regulation 4 (*a*) below, and in addition the sum of $30.00, being an allowance for the cost of board and lodging during the preceding Summer Session, will be paid to the Masters of the Normal Schools, and to the Inspectors who attend the prescribed Summer Courses, on submission to the Deputy Minister at the close of the Session a statement of the expenditure for travelling expenses, as defined in Regulation (4) (*a*) below, with receipts covering the expenses for board and lodging.

(4) (*a*) The travelling expenses shall be those actually incurred by the applicant from his or her home or school to Guelph or Toronto, and from Guelph or Toronto to his or her home or school, as the principal of the Summer School may report. No allowance will be made for meals, pullman car seats, berths, or baggage transfers.

(*b*) No allowance for travelling expenses or for board or lodging will be made to residents of Guelph who take one of the Agricultural Courses, or to residents

of Toronto who take the Household Science course, or who live three miles or less therefrom.

(*c*) The Railway Companies have withdrawn the special rates heretofore allowed and, accordingly, for 1918 full fares must be paid both ways. The receipts therefor shall be obtained and deposited on registration, or forwarded immediately after the close of the session to the principal concerned.

INSTRUCTION.—Each principal concerned shall, on receipt thereof, forward the railway certificates or receipts to the Department of Education, together with a certified list of the students and the points from which transportation expenses are claimed.

BOARD AND LODGING

9. (1) (*a*) Women students who are admitted to the courses at the Ontario Agricultural College may obtain board and lodging at Macdonald Hall and the College Residence for $30.00 for the session. Men students cannot be admitted to the Residence as there will not be accommodation for all.

(*b*) Applications for rooms at the Ontario Agricultural College must be made to the President of the College on or before June 15th. Each application must be accompanied by $5.00 which will be allowed on the bill for board and lodging, or will be returned in case of illness or other unavoidable cause of absence.

An application for a room at the O. A. C. will not be accepted until the college has received notice that the application for the course has been accepted by the Department of Education.

(*c*) Rooms will be reserved in the order in which applications therefor are received. Each student rooming in residence must bring the following equipment—2 pairs of single sheets, 1 pillow, 2 pillow cases, towels, toilet soap.

(*d*) Students who cannot obtain accommodation at the college may secure a list of boarding houses from the President's office after June 15th.

(2) (*a*) Queen's Hall (Queen's Park) Nos. 7, 9 and 4 and 185 College Street, Toronto, will be open for the accommodation of women students. Meals will be served in No. 7 for all women in residence. Board and lodging will be at the rate of $6.25 per week; application should be made to the Secretary of the Committee on University Extension, University of Toronto, not later than June 1st.

(*b*) Owing to the occupancy of the dining hall and the men's residence by men undergoing military training, the University is unable to offer the usual accommodations to Summer Session students.

(3) A list of other suitable and convenient boarding houses in Toronto will be sent on application.

(4) A list of suitable and convenient boarding-houses for teachers taking the Kindergarten-Primary course at London or Ottawa may be obtained on application to Inspector Edwards, of London, or Inspector Putman, of Ottawa.

EXAMINATIONS

I. CENTRES

10. (1) Examinations for certificates on the subjects of the Summer courses, omitting French but including Part A as well as Part B of the Middle School course and Parts A and B as well as Parts C and D of the Upper School course, will be held at the centres of instruction. These examinations will be conducted by members of the staffs concerned, with such additional special examiners as may be appointed by the Minister, except the Middle and Upper School examinations and the examinations on the Commercial subjects, which will be conducted wholly by the Department of Education.

(2) The time-table of the examinations may be obtained from the Principal concerned one fortnight before they begin.

II. ADMISSION

11. (1) To qualify for admission to the examinations provided for herein, each candidate shall have been duly admitted to a Summer Course under one of the provisions of Regulation 4 (1) and (2) (*a*) above and shall have completed the course concerned satisfactorily to the Principal.

(2) To qualify for admission to said examinations, attendance at the Summer courses is, however, not obligatory in the case of the following:

(*a*) Candidates who have taken a course elsewhere which the Minister of Education has approved as the equivalent of the course prescribed for the certificate concerned.

(*b*) Candidates for certificates in the Commercial subjects, who hold High School Assistants' certificates under the Regulations of 1917 or who hold First or Second Class certificates.

(*c*) Candidates for certificates in Elementary Art who hold the Elementary certificate in Art obtained under Regulation 8 of the High School Regulations of 1913.

(*d*) Candidates for admission to the Middle and Upper School courses who are actually and regularly engaged in teaching in a school in Ontario.

III. APPLICATION

12. (1) Application for admission to the examinations conducted by the Department of Education shall be made to the Deputy Minister of Education not later than July 27th; and for admission to the other examinations, to the Principals.

(2) In the case of all candidates who are actually and regularly engaged in teaching and who are candidates for admission to Middle and Upper School courses for First and Second class certificates, the official form of application, (*a*) when Science is one of the subjects of the examination, shall include a certificate signed by the Principal that up to the date thereof, the applicant has taken up practically, under the personal supervision of the Science teacher, and in accordance with the Regulations, the courses in each of the Science subjects on which he intends to write; and (*b*), when English Literature is one of the subjects of the examination,

shall include a certificate, signed by the applicant, that he has read carefully during the preceding year, in addition to the works prescribed for the examination, at least four suitable works in English Literature, in prose and poetry, the names of which shall be given in said certificate.

IV. CARRYING OVER SUBJECTS

13. At the examination in a Part which includes both a written and a practical test, or at an examination which includes only a written test, a candidate may carry over a subject of the written or the practical examination of said Part, as the case may be, to the corresponding examination of another Part which he has not already passed and for admission to which he is eligible, provided that—

(1) He obtains on that subject not less than twenty-five per cent.;

(2) His standing on the first examination, omitting that subject, and his standing on the second examination, including that subject, are each of the prescribed standard; and—

(3) His sessional work is satisfactory.

V. FEES

14. (1) No fees are charged for the examinations conducted by the staffs.

(2) For the examinations conducted by the Department of Education, the following is the schedule of fees:—

(*a*) Middle School, Parts A and B, each $3.00; both parts, $5.00.
(*b*) Upper School, Parts A, B, C, and D, each $3.00; three or four Parts, $8.00.
(*c*) Commercial Subjects, Part I or Part II, $6.00; Parts I and II, $10.00.

CERTIFICATES

15. (1) The professional certificates granted by the Department of Education on the examinations provided for in Regulation 10 will be Interim, provided the holder is otherwise qualified to teach in the Ontario Provincial Schools, and will be valid for two years from the date of issue and renewable under conditions satisfactory to the Minister.

(2) On application to the Deputy Minister, an Interim Commercial Specialist's certificate will be made Permanent on the report of the Inspector or Inspectors concerned, that the holder thereof has taught successfully the subjects thereof for at least two years; provided that he submits to the Minister a detailed written report of his investigations, preferably in the locality in which he is teaching, of three separate business systems, involving single proprietor, partnership, and corporation ownership, respectively, said report to include a description of each business and its method of accounting.

(3) On application to the Deputy Minister the other Interim certificates will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully thereon for at least two years in one or more of the Schools of the Provincial System.

CORRESPONDENCE COURSES

16. (1) In the Summer courses, which are necessarily brief, the subjects cannot be treated completely and in detail. Candidates are, accordingly, expected to make as much preparation as possible before they attend. To facilitate such preparation, the College of Art and the University of Toronto offer guidance by correspondence, the College in each part of the Courses in Art and the University in all the subjects of the courses for Commercial Specialists' certificates and for admission to the professional courses for First and Second class certificates; provided that—

(*a*) The applicants agree to take a Summer Course in the subject of the Correspondence Course; and—

(*b*) Their applications for admission to such Correspondence Courses are approved by the Principal of the College of Art or by the University of Toronto Extension Committee, as the case may be.

(2) Applications for admission to the courses should be made, in the case of Art, to Principal Reid, and, in the case of the University courses, to the Secretary of the Extension Committee.

APPEALS

17. A candidate who fails at the Summer School examination for a certificate may have his case re-considered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister, accompanied by a fee of $2.00. This fee will be refunded if the appeal is sustained.

SYLLABUS

OF

SUMMER COURSES

AND EXAMINATIONS FOR CERTIFICATES

IN

AGRICULTURE AND HORTICULTURE

SUMMER COURSES AND EXAMINATIONS FOR TEACHERS' CERTIFICATES IN AGRICULTURE AND HORTICULTURE

CERTIFICATES

1.—(1) (*a*) The work prescribed for a teacher's certificate in Elementary Agriculture and Horticulture is covered in two consecutive sessions with a Winter Reading Course between.

(*b*) Candidates who have been duly admitted to the examinations under Regulation 11, page 19, and who pass the examinations and other tests of Parts I and II of the Course as prescribed below, will be granted certificates in Elementary Agriculture and Horticulture valid in a Public or Separate School up to and including the junior grade of Form V. Part I shall be taken before Part II.

(*c*) Teachers will also receive Elementary certificates in Agriculture on the completion of a course in Agriculture and Horticulture in a High School followed by the course in Agriculture at a Normal School and the course in Part II at the Ontario Agricultural College, the candidate having passed the final examinations in each course.

(2) (*a*) The work prescribed for an Intermediate certificate in Agriculture is covered in two consecutive sessions. Part I shall be taken before Part II.

(*b*) Candidates who have been duly admitted to the examinations under Regulation 11, page 19, and who pass the examinations and other tests of Parts I and II of the Course will be granted Intermediate certificates in Agriculture valid in a Public, Separate, High, or Continuation School.

(3) The courses at the Agricultural College for a Specialist's certificate are covered in three sessions.

(4) With the Minister's consent, candidates who are unable to attend for two consecutive sessions the courses prescribed for the Elementary or the Intermediate certificate in Agriculture may be permitted to postpone the second session provided they apply in writing to the Deputy Minister at least a fortnight before the opening of the session.

(5) The course prescribed for the certificate in Farm Mechanics under Regulation 4 (1) (*c*), page 15, is covered in one session.

COURSES OF STUDY

2. The theory and the demonstration of the lecture and laboratory will be illustrated by out-of-door practice. Most of the instruction will be of a practical nature and much of it will be given out of doors.

Each student taking Part I for the Elementary certificate will be provided with a garden for practice and observation, and shall visit it every day and keep records of work and observations. After the gardens are planted, the work in them will be carried on by the students without special provision therefor on the time-table. In most cases, the evenings will be found the most suitable time.

Students taking the courses leading to the Elementary certificate will devote the mornings to work indoors, and the afternoons to work in the fields and woods. When the weather will not permit of field work, laboratory exercises will be substituted. Saturdays will be set apart for all-day excursions, or for reviewing and arranging the week's work. Students are required to keep careful records of all their work; these will be considered by the staff in their final appraisal of the student's claim for a certificate.

EQUIPMENT

3. Students are required to furnish their own working material for plant collection, etc. Such material may be bought at the College.

Students should bring field or opera glasses, pocket knives, pocket magnifying glasses, and any books which they possess and have found useful for the work in Agriculture. As a considerable amount of the work is taken out of doors, women students should provide themselves with stout boots, walking skirts, garden hats, gloves, etc.

COURSES FOR THE CERTIFICATE IN ELEMENTARY AGRICULTURE AND HORTICULTURE

4. The following are the Courses for teachers' certificates in Elementary Agriculture and Horticulture:

PART I

School Gardening: Planning and managing garden plots (each student will prepare and care for a plot); cultivating of garden plots; care of tools; use of combined seeder and cultivator; garden weeds.

Field Husbandry: Study of crops: grains; grasses; clovers; potatoes; roots; rotation of crops.

Entomology: Collections; examination and identification of common insects of garden, field and orchard; parasites on domestic animals and in households.

Horticulture: General study of fruits and vegetables; combating fungus and insect pests; spray mixtures and methods of application; hot beds and cold frames.

Floriculture: Propagation by cutting; varieties for perennial borders; method of potting and re-potting; compost heaps.

Botany: Collection of plants; examination and identification of weeds and weed-seeds; identification of the common native trees; physiological experiments.

Live Stock: Lectures and practical demonstrations on breeds of cattle, horses, sheep and swine.

Dairying: Lectures and demonstrations; care of milk; the dairy cow; composition of milk; testing for milk fat; butter making; cheese making.

Poultry: Breeds; candling of eggs; use of incubator; care of poultry.

Soils: Classification of the kinds of soil; measurements of moisture in soil; cultivation; effects of frost and air upon the elements of soil; fertility.

Weather: Climate; air movements; air pressures; storms; weather maps; records; forecasts.

Organization and Methods: Course of Study; the Regulations of the Department of Education; equipment; laboratory and class methods; management of home gardens; school fairs; plans for Winter Reading Course.

PART II

Botany: Plant diseases; identification of wild plants; study of grasses and cereals. Collection presented (this may be worked out during the year previous to this course).

Chemistry: A study of plants and their food requirements and soils; manures and fertilizers in relation to the problem of supplying these needs; the composition, digestibility and economic value of the various classes of animal foods. (Laboratory work).

Bee-keeping: Lectures with demonstrations to be taken with Part I of the Intermediate course (details given there).

Physics: Nature and origin of soil; soil moisture, heat, and air; principles of cultivation; drainage; identification of samples of soil; farm conveniences.

Field Husbandry: Importance of field crops; system of farming; rotation; fertility of soil; cultivation of the land; seed selection; classes, uses, and varieties of farm crops; seed judging; plant breeding.

Horticulture: Vegetable gardening; flower culture; fruit growing.

Entomology: Laboratory study of types of insects; beneficial and noxious types; collections of insects identified; insecticides.

Bacteriology: Soil bacteria; legume inoculation; plant and animal diseases; infection; disinfection; importance of a knowledge of bacteria in the dairy.

Organization and Methods: Report upon the school garden work of Part I; the Regulations of the Department of Education; laboratory equipment for rural schools; School Fairs; laboratory and class methods; management of home gardens.

WINTER READING COURSE

5. For the certificate in Elementary Agriculture and Horticulture, candidates are required to have read three books as follows, the first two and either of the others being obligatory:

Manual of Gardening. Bailey $2.00
The Macmillan Co., Toronto.

The Soil. King 1.50
The Macmillan Co., Toronto.

The Means and Methods of Agricultural Education. Leake $2.00
Houghton & Mifflin, Boston.
The American Rural School. Foght 1.25
The Macmillan Co., Toronto.

A written examination on the books selected will be held on Saturday of the first week of the second session.

COURSES FOR THE INTERMEDIATE CERTIFICATE IN AGRICULTURE

6. The following are the Courses and the Books of Reference for the Intermediate certificate in Agriculture.

PART I

Chemistry.—Laboratory exercises on chemistry of soils and fertilizers; formation, composition, and reaction of soils; value of humus, barnyard manures; rotation in relation to chemical changes; composition, nature, and uses of commercial fertilizers.

The Chemistry of the Farm. Warington $1.25
Orange Judd Co., New York.

Physics: Laboratory or field exercises, with lectures on mechanical principles involved in farm machinery; measurements of fields with chain and calculation of areas and drawings of plans; taking of levels and making plans for drainage; physical analysis of soils, determination of air and water holding capacity of different soils.

The Soil. King $1.50
The Macmillan Co., Toronto.

Botany: Practical identification of weeds, weed seeds, and grasses; collections begun (see under Botany, Part II).

Weeds of Ontario. O.A.C. Bulletin No. 188.
Field, Forest and Garden Botany. Gray $1.80
American Book Co., New York.
Plant Diseases. Massee 2.25
The Macmillan Co., Toronto.

Floriculture: Methods of cultivating, seeding, transplanting, treating for diseases and insect pests; wintering; propagation of cuttings; flower borders; bulb culture.

Entomology: Lectures, laboratory exercises, and field work in common insects of garden, orchard, fields and woods; special study of life histories of injurious forms and consideration of methods of treatment. Collection required.

Elementary Entomology. Sanderson and Jackson $2.00
Ginn & Co., New York.
O.A.C. Bulletins.

Micro-Biology: Lectures and demonstrations on morphology and physiology of micro-organisms, (moulds, yeasts and bacteria); bacteriology of soil, legume cultures; bacteriology of dairy; contamination and care of milk; bacterial diseases of plants; bacteria in relation to household.

Micro-Biology. Marshall $2.50
Blakiston & Co.

Poultry Husbandry: Lectures and demonstrations on breeds and selection of stock, locating poultry plant, houses, incubators, brooders, feeds, marketing, diseases, ducks and geese, poultry literature. Students will also receive practical instruction in managing incubators.

Principles and Practice of Poultry Culture. Robinson $1.25
Ginn & Co., New York.
O.A.C. Bulletin No. 189.

Bee-keeping: Lectures with demonstrations and practical work; hives; building of bees; handling of bees; life histories of queen, drone, and worker; swarming; gathering and storing of honey in combs; harvesting honey; relation of bees to fruit and seed growing; diseases; races of bees; winter and spring management.

The A. B. C. and X. Y. Z. of Bee Culture. Root $1.75
Root & Co., Medina, Ohio.

Organization and Methods: Discussion of the Regulations of the Department of Education; directions and suggestions for carrying out the work in the schools.

PART II

Field Husbandry: History of agriculture; different systems of farming; different kinds of soil; rotation of crops; farm crops in their relation to drainage; application of manures; green manuring; preparation of the land for the different crops; methods of cleaning, testing, and selecting farm seeds; study of cereals, roots, fodder crops, grasses, clovers, and other farm crops; sowing, harvesting, preserving, marketing.

Elements of Agriculture. Warren $1.10
The Macmillan Co., Toronto.
Annual Reports of Field Husbandry Department, O.A.C.

Animal Husbandry: A study of the history and characteristics of the principal breeds of live stock, including light and heavy horses, beef and dairy cattle, sheep and swine; feeding and management; principles of breeding: registration of pedigrees; market requirements; practical work in judging stock.

Types and Breeds of Farm Animals. Plumb $2.00
Ginn & Co., New York.

Dairy Husbandry: The herds: formation, care, and management of a dairy herd; rearing of calves; dairy stables; lighting, cleaning, and ventilating; individual cow records. The milk: care of milk; elementary, chemical, and bacteriological study of milk. The home dairy: running of hand separators and care of dairy utensils; manufacture, packing, and marketing of butter.

Canadian Dairying. Dean ..... 90c.
Wm. Briggs, Toronto.

Botany: Identification of plant diseases and common grasses, treatment of diseases, fungicides, a collection of weeds, grasses, and common fungus diseases, to be handed in for inspection.

Fruit Growing: Treatment of fruit plantations; cultivation, grafting, propagation, spraying, marketing.

Vegetable Growing: Methods of sowing and cultivating, treating for diseases and insect pests; marketing; preparation and care of hot beds and cold frames; production of early vegetables; selection of varieties.

Landscape Gardening: Improvement of school and home grounds; tree planting; care of shrubbery, and trees.

The Principles of Fruit Growing. Bailey $1.75
The Macmillan Co., Toronto.

Home Floriculture. Rexford 1.00
Lippincott & Co., Philadelphia.

Green's Vegetable Gardening ..... .75

Landscape Gardening. Waugh 1.00
Orange Judd Co., New York.

Farm Management: Needs of business methods in farming; farm accounting, factors determining cost of production; profitable employment of labour, equipment and capital; the problems of maintaining fertility, adapting methods of farming to changed conditions, carrying on farm work economically.

Farm Management. Warren $1.75
The Macmillan Co., Toronto.

Rural Economics: The farmer's relation to society and industry; social advantages and needs of rural life; relation of land, capital, labour, taxation, banks, markets, and transportation facilities to the business of farming. Methods and principles of co-operation in farm work, manufacturing, marketing, and banking.

Principles of Rural Economics. Carver $1.30
Ginn & Co., New York.

Agricultural Co-operation. Wolff 1.50
P. S. King & Co., London, Eng.

Organization and Methods: Discussion of the Regulations of the Department of Education; directions and suggestions for carrying out the work in the schools.

COURSES FOR THE SPECIALIST'S CERTIFICATE IN AGRICULTURE

7. The following are the Courses for the Specialist's Certificate in Agriculture, obtainable by the holders of Permanent or Interim Specialists' Certificates in Science:

(1) The two Summer School Courses for the Intermediate Certificate in Agriculture (including a course in Farm Mechanics).

(2) A third Summer School Course in the following:

Applied Science:

(*a*) Botany: Plant diseases; Chemistry: soil fertility, stock foods; Bacteriology: plant diseases, dairy bacteriology; Common diseases of farm animals (may be taken with (*c*) below).

Field Husbandry:

(*b*) Grain judging, including field crops, seed selection; Horticulture: hybridization; Fruit judging; plant breeding (may be taken with (*a*) above); methods of producing seeds of vegetables.

Animal Husbandry:

(*c*) Stock judging: feeds and feeding (may be taken with Chemistry in (*a*) above); Poultry judging, poultry economics; Dairying: butter and cheese judging, separator work and testing.

(3) A problem in research, covering at least the first year following that in which the third Summer School Course was taken.

NOTES.—1. The Courses for the degree of B.Sc. (Agr.) will not be given hereafter, except in the case of those students who have already begun the Courses therefor.

2. A Specialist's Certificate in both Agriculture and Science may also be obtained on the following qualifications: A First Class Grade A or a High School Assistant's Certificate, granted on the Science option under the Amended Regulations of 1917, with the degree of B.S.A. after the prescribed course at the Ontario Agricultural College.

COURSE IN FARM MECHANICS

8. The following are the subjects of the course for the certificate in Farm Mechanics, obtainable by teachers who hold or are in course of preparation for an Intermediate certificate in Agriculture; the course will be arranged to cover as far as practicable the topics which have the commonest application to farm work; suitable books of reference are given below.

(1) The use and care of common woodworking tools; making of simple objects required on the farm such as hen coop, trap nest, dog kennel, tool handles, whiffletrees, double-trees, wagon jack, feed hoppers, cold frame, wheelbarrow, saw bench, ladder, window boxes, split log drag, etc.

Preparation and reading of plans and elevation of farm buildings; construction of the simpler buildings, such as hen house, pig pen.

(2) Plans and specifications for a farm mechanics building to be erected on the school grounds or for the adaptation of a portable garage or of another building for this purpose.

(3) Simple metal work; the hand forge and the forge fire; use and care of the commoner tools; the making of simple objects such as staples, hooks, latches, chains, etc.

(4) General care and repair of farm buildings and implements; windows, fences, gates, machinery, painting, etc.

(5) Repairing harness, rope knotting and splicing.

(6) Simple concrete construction; proper mixtures for various purposes; making of fence posts, walks, troughs, etc.

Farm Shop Work. Brace and Mayne $1.50
American Book Co.

Agricultural Woodworking. Louis M. Roehl 1.00
The Bruce Publishing Co., Milwaukee, Wis.

Handy Farm Devices. Rolfe Cobleigh 1.50
Orange Judd Co., New York.

EXAMINATIONS

9. The examinations and tests in either Part of a Course shall be taken at one examination in accordance with the following scheme:

FOR THE ELEMENTARY CERTIFICATE

Part I

The practical work carried on in the garden and the records kept.

The Science Note-books.

Collections of plants and insects.

Practical tests in identifying (*a*) Weed seeds, (*b*) Weeds, (*c*) Trees and shrubs, (*d*) Garden flowers.

The term work and the examinations on the completion of each course.

Part II

The books read in the Winter Reading Course.

The Science Note-books.

Collections of plants and insects.

The term work and the written examinations held at the completion of each of the courses.

FOR THE INTERMEDIATE CERTIFICATE

Part I

Collection of Insects.

The term work and the written examinations held at the completion of each of the courses.

Part II

Written examinations in Farm Management and Rural Economics.

The term work and the written examinations held at the completion of each of the courses.

Practical examination in Methods.

FOR THE SPECIALIST'S CERTIFICATE IN AGRICULTURE

Practical and written examinations on each of the following subjects:

Botany, Chemistry, Bacteriology, Field Husbandry, Horticulture, Animal Husbandry, Dairying, Poultry Husbandry.

FOR THE CERTIFICATE IN FARM MECHANICS

Practical and written examinations on each of the following subjects:

(*a*) Woodwork, (*b*) Metal and forge work, (*c*) Plans of buildings, (*d*) General repairing, and concrete construction.

VALUATIONS AND STANDARDS

(1) The maximum value of each subject of each Part for the Elementary and Intermediate certificates and for each of the subjects of the Specialist's and Farm Mechanic's examinations shall be 100, and the marks shall be apportioned equally between the term work and the written examinations.

(2) To pass in a Part, the candidate shall obtain a minimum of forty per cent. of the marks assigned to each subject and sixty per cent. of the aggregate.

(3) For Specialist's certificates and for certificates in Farm Mechanics the minimum standard shall be 40 per cent. on each subject and 60 per cent. on the aggregate—practical and written tests, including term work, to be considered.

SYLLABUS

OF

SUMMER COURSES

AND

EXAMINATIONS

FOR CERTIFICATES

IN

ART

3 s.c.

SUMMER COURSES AND EXAMINATIONS FOR TEACHERS' CERTIFICATES IN ART

CERTIFICATES

1. (1) Candidates who have been duly admitted to the examination under Regulation 11, page 19, and who pass the examinations and other tests in the subjects of Part I, as prescribed below, will be granted certificates as teachers of Elementary Art valid in a Public, Separate, High, or Continuation School or as Assistant to the Specialist in a Collegiate Institute, if otherwise qualified to teach in such schools.

(2) Candidates who have been duly admitted to the examination under Regulation 11, page 19, and 4 (1) (*g*), page 15, and who pass the examinations and other tests in the subjects of Parts I and II, as prescribed below, will be granted certificates as Art Supervisors in the Public and Separate Schools.

(3) Candidates who have been duly admitted to the examination under Regulation 11, page 19, and 4 (1) (*f*), page 15, and who pass the examinations and other tests in the subjects of Parts I and II, as prescribed below, will be granted certificates as Art Specialists in High and Continuation Schools and Collegiate Institutes.

(4) The certificate in Elementary Art granted under Regulation 8 (1) of the High School Regulations of 1913 will not be accepted in lieu of the examinations in Part I prescribed below for Art Supervisors' and Art Specialists' certificates.

COURSES OF STUDY

2. (1) Each of the Parts defined in the following courses represents the work of a college year, but the summer course will cover only so much of each Part as time will permit.

(2) In the course, Parts I and II will be taken up concurrently, and students who have completed the practical work in certain subjects in either Part may at the Principal's discretion devote their attention to the remaining subjects.

(3) The course for certificates in Elementary Art usually requires two Summer Sessions together with the work of the Correspondence Course for one year.

(4) For students who have passed the examinations in Part I and who are candidates for certificates as Supervisors and Specialists the course will require at least one Summer Session together with the work of the Correspondence Course for one year.

(6) Where outlined, courses of assistance by correspondence are provided by the Ontario College of Art as follows:

(*a*) A Preparatory Course for those who expect to attend the next Summer Session.

(*b*) A Continuation Course in Part I.

(*c*) A Continuation Course in Part II.

(*d*) A Continuation Course for the College Diploma.

PART I

Drawing

Scale and ruler drawing. Freehand drawing in outline of geometrical skeletons and solids, simple objects and natural forms.

Drawing in light and shade.

Elementary drawing from the antique and from life.

Blackboard drawing.

Drawing from memory.

Elementary illustration.

Modelling

Materials, tools and armatures.

Elementary modelling.

Modelling from details of antique cast.

Casting in Plaster.

Painting

Drawing with coloured crayons.

Brush exercises and simple painting with water colours.

Design and Applied Art

Decorative treatment of geometric and natural forms.

Materials, tools and processes, and their relationship to designing.

General principles of design.

Decoration related to structure and to function.

Decorative treatment of natural forms.

Adaptation of forms to the filling of spaces.

Lettering—history, principles, practice.

Study of Roman capitals.

Colour in Designing. Light-values in Colour. Colour complements. Colour intensity. Principles of Colour harmony. Development of Colour Schemes.

The Decorative Element in its general bearing upon all forms of artistic expression.

Historic ornament.

History of Art

Egyptian, Babylonian, Assyrian, and Persian Art.

Greek and Roman Art.

Mediæval Art.

Renaissance and Modern Art.

Theory of Colour. Materials for Drawing and Painting. Processes of Artistic Reproduction

The theory of colour and its application to design and painting in the various mediums.

The history of methods of painting and the materials used in modern processes.

The history and methods of engraving and other processes of artistic reproduction—this to include the arts of etching, wood engraving, steel and copper

late engraving, aqua-tint, mezzo-tint, lithography, photography, and the mechanical processes of photo-engraving such as zinc etching, half-tone and its application to colour printing, photogravure and allied forms of reproduction.

Descriptive Geometry and Perspective

The use of drawing instruments, orthographic and isometric projection.
The rules of perspective drawing, including the terms most commonly used.
Freehand drawing in perspective, simple problems in parallel perspective.

Methods of Teaching Art in the Public School

Proper aims in teaching Art, having in mind its relation to general education and to life.
The Regulations of the Department of Education.
Necessary materials and apparatus and their use and care.
The selection, preparation, and care of specimens and models.
A convenient division of the Course of Study for purposes of teaching. The development of each division of the subject through the different forms, with due consideration of the underlying principles which it is expedient to teach in each form. The interrelation of the different divisions of the subject. Methods of representation, mediums, and modes of expression suited to the different forms. The use and value of drills and their proper time and place.
Correlation of Art with other studies.
Division of the time given to Art and the advantageous placing of the Art period in the school time-table.
Points to be considered in the valuation of drawings. Methods of examination. Class criticisms and the selection of good examples of pupils' work for future use as illustrative material.
The collection, preparation, and organization of illustrative material.
Useful accessories and helps.
The discussion of difficulties and ways and means of obviating these.

PART II

Drawing

Drawing from the antique.
Drawing in various black and white mediums.
Drawing from life, still life, landscape and architectural forms.
Blackboard drawing.
Drawing from Memory.

Painting

Drawing from life and still life with coloured chalks and pastels.
Elementary painting with oil and water colours.

Modelling and Casting

A continuation of practical work as prescribed in Part I.
Materials used in modelling, their advantages and application to various kinds of sculpture work.
Tools, appliances and armatures used in modelling.

Process of reproducing models in plaster of paris: (1) waste moulds, (2) gelatine moulds, (3) plaster piece moulds.

Process of reproducing plaster models in permanent materials, (1) Bronze casting including iron, silver, gold. (2) Stone, marble, wood, terra-cotta, etc., with respective mechanical appliances used.

Origin and character of these materials and their suitable use.

History of sculpture, its relation to architectural styles and application of ornament.

Design and Applied Art

A review of the course in Part I including a specialized acquaintance with:

The preparing of designs suitable for association with a printed text and adapted to reproduction by line etching—covers, title-pages, end-papers, headings, initials, tail-pieces.

The practical working of some readily-applied craft as stencilling and its actual application to decorative units, borders, friezes, panels, etc.

Historic ornament.

History of Art

The various aspects of the History of Art and the relation of the periods to each other; these to include the divisions of Part I.

Writing short accounts of any of the most important periods of Art History and of the lives of the principal Artists of these periods.

Writing criticisms on well-known works of Art.

The History of Art as set forth in "Apollo" will be made the basis of examination.

Perspective

The theory and practical application of Perspective as contained in Part I and the various terms with their abbreviations used in Perspective drawing.

At the written examinations, candidates will be required to work two exercises, one in Parallel Perspective and one in simple Angular Perspective; in the working of problems any method may be used, but correct application will be required.

Composition: Critical Study of Works of Art

The general principles of composition: proportion, balance, movement, harmony, expression, etc.

Writing criticisms on works of Fine and Applied Art from examples.

Theory of Colour. Materials for Drawing and Painting. Processes of Artistic Reproduction

The theory of colour and its application to design and painting in the various mediums.

The history of methods of painting and the materials used in modern processes.

The most important divisions of the traditional and modern processes including tempera painting, wax painting, fresco painting, oil and water colour painting, pastel painting, and the various mediums used in drawing.

The processes of Artistic reproductions of works of Art as contained in Part I.

The organization and equipment of drawing classes.

The care of materials.

Proper aims in teaching Art. Its relation to general education and to life.

The Regulations of the Department of Education.

Illustration and discussion of school-room methods of developing the visual and manual faculties.

Illustration and discussion of methods in conducting a class in an appreciative study of masterpieces of Art, in pictures, sculpture, architecture, and design as applied to the crafts.

Grading and arranging studies for class work. Order of studying the various parts of the course. Division of the time given to Art. Correlation of Art with other studies.

Conducting examinations in Art. Valuing answers and work in Art.

Mounting, exhibiting, preserving the work of the class.

Consideration and discussion of pitfalls in teaching Art.

BOOKS OF REFERENCE

3. The following books are recommended for reference for each Part; those marked with an asterisk are of special importance:

PART I

*The Teaching of Drawing. Polak and Quilter $1.00
University Tutorial Press, London.

*Blackboard Drawing. Seaby 1.50
Nelson & Sons, Edinburgh.

The Art of Modelling in Clay and Wax. Simonds ..... .35
Allen & Sons, London.

*Line and Form. Crane 2.25
Bell & Sons, London.

Manual of Historic Ornament. Glazier 2.50
Batsford, London.

Decorative Illustration of Books. Crane 2.25
Bell & Sons, London.

*Apollo, Story of Art Throughout the Ages. Reinach 2.00
Heinemann, London.

*A Guide to Pictures. Caffin 1.25
Baker & Taylor, New York.

PART II

Practical Hand Book of Drawing for Modern Methods of Reproduction. Harper 2.50
Chapman & Hall, London.

*Line and Form. Crane 2.25
Bell & Sons, London.

Figure Drawing. Hatton 3.00
Chapman & Hall, London.

Figure Composition. Hatton 3.00
Chapman & Hall, London.

The Practice of Oil Painting. Solomon $2.00
Seely, Service & Co.
*Apollo, Story of Art Throughout the Ages. Reinach 2.00
Heinemann, London.
*How to Study Pictures. Caffin 2.50
The Century Co., N.Y. Briggs, Toronto.
Complete Perspective Course. Spanton 2.00
The Macmillan Co., Toronto.

EXAMINATIONS

4. (1)—(a) The examinations and general tests in either Part of a course shall be taken at one examination and will consist of:

(i) Practical examinations,
(ii) Examination of submitted specimens of work, and
(iii) Written examinations.

(*b*) In the case of students in attendance, the sessional work will be sufficient as specimen drawings. Other candidates shall submit the specimens enumerated in 6, page 41.

(*c*) The specimen drawings for all the courses shall be mounted on paper or board of similar size, and shall be fixed and kept flat. They shall be submitted immediately before the written examinations.

(*d*) Each candidate shall certify that the work submitted by him has been done wholly by himself.

(*e*) Candidates who fail at the practical examination of a Part, but who pass the written examination therefor will be granted credit for the written examination, but will be required to re-attend for the practical course and pass the examination thereon.

Standards

(2) To pass in either Part of a Course a candidate shall obtain a minimum of forty per cent. at each division of the practical examination and of the examination of the submitted specimens, with sixty per cent. of the marks for both examinations; and, at the written examination, forty per cent. of the marks for each paper (maximum 100) and sixty per cent. of the aggregate of the marks for the papers of the Part.

Practical Examinations

5. Candidates shall submit to practical tests in the following subjects:

PART I

Blackboard drawing.
Time drawing from objects.
Time sketches from life.
Drawing from memory of either of above exercises.
Exercise in elementary design in colour.
Illustration of given subject.
Time exercise in modelling from the object.

PART II

Blackboard drawing.
Time study in colour from the object.
Time drawing from life slightly shaded.
Drawing from memory.
Exercise in design in colour.
Pictorial composition of given subject.
Time exercise in modelling from cast.

Specimens of Work

6. Specimens of work, as follows, shall be submitted by candidates who do not take the Summer Session.

PART I

(1) Four drawings in pencil, treating a simple arrangement of still life in outline, light and shade in simple tones.
(2) Two drawings in charcoal from the antique cast, one of which should be a hand or foot, and one of a head.
(3) Three groups of mounted sketches, twelve in all, of varied subjects, figures, animals, landscape, and interiors in various mediums, including the cheaper mediums suitable for school purposes.
(4) Two examples of modelling in plasticine and one example in casting.
(5) Four studies in design, including one drawing each, original conventionalized design of flowers from nature, lettering of short sentence, original book cover design, design for poster.
(6) Two illustrations of subjects with figures involving simple problems in perspective.

PART II

(1) Four drawings from the antique.
Four sketches from life.
Exercises in memory drawing.
(2) Four drawings with coloured chalks or pastels from still life.
Two paintings of flowers or landscapes with water colours.
(3) Two examples of modelling from the antique and from life.
(4) Two examples of historic ornament.
Four original conventionalized designs, such as a book cover, a decorated title page, an initial letter, a tailpiece, a poster, a stencilled decorative figure, a wallpaper design.

Written Examinations

7. At the written examinations candidates will be expected to show familiarity with the current nomenclature and technical expressions used in the Fine Arts as established by British usage.

PART I

(Five Papers)

Outlines of the history of Art.
Theory of colour, materials for drawing and painting, and processes of artistic reproduction.

Descriptive geometry and elementary perspective.
Design and applied Art.
Methods of teaching Art in the Public and Separate Schools.

PART II

(Six Papers)

History of Art.
Perspective, and modelling and casting.
Design and applied Art.
Composition, critical study of works of Art.
Theory of colour and mediums for painting and drawing.
Methods of teaching Art in the High Schools.

SYLLABUS

OF

SUMMER COURSES

AND

EXAMINATIONS

FOR CERTIFICATES

IN

MANUAL TRAINING

SUMMER COURSES AND EXAMINATIONS FOR TEACHERS' CERTIFICATES IN MANUAL TRAINING

CERTIFICATES

1.—(1) The work prescribed for the certificate in Elementary Manual Training is covered in two consecutive summer sessions at the University of Toronto, in two parts, which shall be taken in the order prescribed. Parts I and II will be taken up each year.

(2) Candidates who have been duly admitted to the examination under Regulation 11, p. 19, and have passed the examinations and other tests in the courses prescribed below, will be granted certificates as teachers of Elementary Manual Training valid in any Public or Separate School.

(3) Teachers who obtained Elementary certificates before 1916 will be granted Elementary certificates under the present Regulations on completing the course in Part II and passing the final examinations thereon, including the examination on the winter reading course.

(4) Teachers who completed one summer course before 1915 will be granted Elementary certificates under the present Regulations on successfully completing the work and passing the examination in the course in Part II with, in addition, the paper on Constructive Work and the paper on the books prescribed for study during the course in Part I.

(5) Teachers who pass on the sessional work of the course in Part I, but fail on the written examination may re-write the written examination on the course in Part I along with the written examination on the course in Part II.

(6) With the Minister's consent, candidates who are unable to attend for two consecutive sessions the courses prescribed for the Elementary certificate in Manual Training may be permitted to postpone the second session; but written application must be made to the Deputy Minister before the opening of the session for which postponement is desired.

(7) (1) The Ordinary certificate in Manual Training will be granted to the holders of the Elementary certificate, on taking the course and passing the examination in Metal Work and Advanced Woodwork at the Ontario Agricultural College, Guelph. The course at Guelph will begin when the College re-opens in January and will end in June when the examinations are held.

(2) As heretofore, the courses and examinations in Elementary Woodwork, as well as those in Metal-work, and Advanced Woodwork, at the Ontario Agricultural College, Guelph, will qualify for the Ordinary certificate in Manual Training.

COURSES OF STUDY

PART I

2. The following are the courses of study:

Pedagogics of Manual Training

Relation to general education.
Relation to industrial and technical education.
Lesson plans and methods of teaching in both graded and ungraded schools.
Planning and equipping buildings and rooms.

Drawing

The importance of drawing in connection with all industry.

The use of ruler and square in measuring an object and working out a simple plan.

Proper care and use of instruments.

Construction and use of scales.

Drawing to a scale.

Dimensioning.

Plain lettering.

Practice in freehand sketching as preparation for working drawings.

Use of drawing board, tee and set squares. Use of instruments in working out problems in plane and solid geometry—square, triangles, polygons, ellipses and type solids.

Working drawings.

Orthographic projection.

Plans and elevations; their relation to one another.

Inking drawings.

Design—Structural and Decorative

A study of the principles of structural and decorative design based on the critical observation of typical examples.

Discussion of suitability of any design as applied to projects in different materials.

Application of design to constructed objects in paper, cardboard, wood or metal.

Practical Work

Primary Constructive Work: A brief review of the course covered in the Normal Schools, with emphasis on the work of the higher grades, as follows: Work in paper and cardboard. Making book-covers and portfolios; simple bookbinding. Modelling in clay and plasticine. Knife work in thin wood—and easy rustic work—such as can be carried on at the ordinary school desks.

The working out of projects involving the use of the various forms of joints, such as—mortise and tenon, dovetail, lap or mitre.

Fastenings: Dowels, cleats, wedges, glue, screws and nails.

Special attention to sharpening edge-tools and keeping them in proper condition.

General shop practice with tools.

Application of finishes to articles made.

Use of stains, fillers, fuming, shellac, oil and wax.

Special attention to the practical working out of a series of models suitable for rural districts.

Lumber and Timber

Woods: Characteristics of each, colour, grain, for what suited.

Trees: Common varieties, identification by means of their form, leaf, bark, and wood.

TEXT-BOOKS AND BOOKS OF REFERENCE

3.—(1) The following are the text-books *prescribed for study* during the course:

The Service of the Hand in the School. Bone $1.00
Longmans, Green & Co., London.

Fine and Industrial Arts in Elementary Schools. Sargent $1.00
Ginn & Co., Boston.
Theory of Educational Sloyd. Saloman 1.25
Silver, Burdette & Co., Boston.
Manual Training; Play for Boys and Girls. Marten 1.25
The Macmillan Co., Toronto.

(2) The following additional books are recommended for reference; they may be obtained from the University of Toronto Library:
Educational Handwork. Kidner $1.00
Educational Book Co., Toronto.
Clay Work. Lester 1.25
Manual Arts Press, Peoria, Ill.
Paper and Cardboard Construction. Buxton & Curran 1.50
Manual Arts Press, Peoria, Ill.
Essentials of Woodworking. Griffith 2.00
Manual Arts Press, Peoria, Ill.
Handwork in Wood. Noyes 2.00
Manual Arts Press, Peoria, Ill.
Correlated Courses in Woodworking and Mechanical Drawing. Griffith .. 1.50
Manual Arts Press, Peoria, Ill.
Applied Mechanical Drawing. Matthewson & Stewart 1.00
Taylor Holden Co., Springfield.
Principles of Design. Batchelder 3.00
Inland Printer Co., Chicago.
Wood and Forest. Noyes 3.00
Manual Arts Press, Peoria, Ill.

PART II

4. The following are the courses of study:

Methods of Teaching Manual Training in the Public Schools

Present developments in Manual Training and their relation to other systems, such as apprenticeship, Russian, and Swedish systems, and to industrial and technical education.

Organization of classes and equipment of schools continued.

Drawing

Plane geometry continued. More advanced working drawings and orthographic projections. Plans and elevations involving oblique planes and sections. Isometric projection—relation to orthographic and to perspective drawing.

Making tracings and blue prints.

Freehand sketching continued.

Design

Suitability of different designs to the work undertaken in wood or metal. The need of adapting design to material and use of article.

The working out and applying of designs by the student.

Practical Work

Construction.

Book-binding and the care and repair of books.

Easy exercises in leather.

Woodwork.
Bench work continued.
The speed-lathe and wood-turning.
Suitability of different woods for the work undertaken.
Estimating quantity and cost of material.

Sheet Metal Work.
Simple exercises in sheet metal.

Tools.
Mechanical principles involved in their structure and proper use.

Finishing.
Suitability of different finishes to the work done.

Lumber and Timber

Forests—their value and preservation.
Lumber and lumbering—cutting, transporting, seasoning, shrinking, and warping.
Defects in lumber—knots, sapwood, shakes, etc.
Sources of commercial woods.

Winter Courses

Reading

5.—(1) The following Reading Course is prescribed for winter work between Part I and Part II:

Educational Meaning of Manual Arts and Industries. Row $1.25
Row, Peterson & Co.
Manual Arts for Vocational Ends. Crawshaw ..... .85
Manual Arts Press, Peoria, Ill.
Industrial Education. Leake 1.50
Houghton, Mifflin Co., Boston.
School and Society. Dewey ..... .75
Doubleday, Page & Co., New York.

Projects in Wood

(2) In addition to the Winter Reading Course prescribed above, candidates will be required to complete between Part I and Part II one or more projects, which will be prescribed for each student at the close of Part I. The work done, together with drawings, specifications, estimates of material and cost, and other necessary particulars, must be submitted to the Instructor before entering on Part I, at a date to be fixed by him.

BOOKS OF REFERENCE

6. The following books, together with the last six books of reference given under Part I, are recommended for reference; they may be obtained from the University of Toronto Library:

Art Crafts for Beginners. Sanford $1.20
Century Co., New York.

Handcraft in Wood and Metal. Hooper and Shirley $3.00
Manual Arts Press, Peoria, Ill.
Art Metal Work with Inexpensive Equipment. Payne 1.50
Manual Arts Press, Peoria, Ill.
Design and Construction in Wood. Noyes 1.50
Manual Arts Press, Peoria, Ill.
Leather Work. Mickel ..... .75
Manual Arts Press, Peoria, Ill.

FIRST AND SECOND COURSES

Excursions

7. During both Parts of the Course, visits will be made to nearby parks or woods to study as a basis for discussion the characteristics of the timber trees and to museums to study the historical development of structural and decorative design.

EXAMINATIONS

Valuations and Standards

8.—(1) (*a*) The standing of students in Part I will be determined by the Sessional Records and the final written examinations. For this purpose, the sessional work will be valued at 600 marks, and the written examination will include a paper on Constructive Work and the methodology thereof, one on Drawing and Design, one on Timber and Tools, and one on the books prescribed for study, each paper being valued at 100 marks.

(*b*) The Sessional Records shall consist of the oral and written tests and the practical work throughout the session.

(2) The standing of students in Part II will be determined on the same basis as the standing in Part I, except that the practical work completed between Parts I and II will be regarded as one additional subject (max. 100) and a paper on Theory and Method (max. 100) is substituted for the paper on Constructive Work, as defined below, one on the Winter Reading Course (max. 100) for the paper on books prescribed for study, and a practical examination (max. 100) shall be taken in addition.

(3) The percentage requirements to pass in either Part will be 40 per cent. of the marks in each subject or paper, and 60 per cent. of the aggregate of the marks for the sessional work and the final examinations taken separately.

(4) Except the written examination on the Winter Reading Course, which will be held on Saturday of the first week of the Second Session, the written examinations will be held at the close of the course.

9. The following are the subjects of the final written examination:

Written Examinations

PART I

(1) Elementary Constructive Work and the Methodology thereof.
(2) Drawing and Design:
Geometrical Drawing.
Orthographic Projection. Plans and Elevations.
Designing.

(3) Timber and Tools:
The common timber trees of Ontario, their characteristics and uses.
Lumber—its preparation, care and defects.
Tools—their use and care.
(4) Text-books prescribed for study.

PART II

(1) Winter Reading Course.
(2) Theory and Method:
Relation of Manual Training to general education, and to industrial and technical education.
Methods of Teaching Manual Training.
(3) Drawing and Design:
Paper similar to that in Part I but covering more advanced work.
(4) Timber and Tools:
Paper based on the work of the session and the books to be read.
(5) Practical examination in Woodwork.

SYLLABUS

OF

SUMMER COURSES

AND

EXAMINATIONS

FOR CERTIFICATES

IN

ELEMENTARY HOUSEHOLD SCIENCE

SUMMER COURSES AND EXAMINATIONS FOR TEACHERS' CERTIFICATES IN ELEMENTARY HOUSEHOLD SCIENCE

CERTIFICATES

1. (1) The work prescribed for the certificate in Elementary Household Science is covered in two consecutive summer sessions in two parts, which shall be taken up in the order prescribed; both parts will be given each year.

(2) Candidates who have been duly admitted to the examination under Regulation 11, p. 19, and have passed the examinations and other tests on the courses prescribed below, will be granted certificates as teachers of Elementary Household Science, valid in any rural or village school.

(3) Candidates who, for reasons satisfactory to the Minister, are unable to take the courses in two consecutive sessions may postpone the second session; but written application must be made to the Deputy Minister at least one fortnight before the opening of the session.

NOTE.—**The courses and examinations for Specialists' and Ordinary certificates in Household Science are taken at the Household Science Department of the University of Toronto. For admission to the courses for the former, application should be made to the Registrar, University of Toronto, and, for the latter, to the Secretary, Faculty of Education, Toronto**

EQUIPMENT

2. (1) Students are required to provide themselves with plain white aprons for work in the food laboratories. Dark ones may be worn in the household management classes.

(2) A deposit of $1.00, payable to the Principal, is required of each student. This amount, minus the cost of equipment destroyed, will be returned at the end of the course.

COURSES OF STUDY

3. The following are the courses of study:

PART I

Sewing

Textiles. The characteristics of the four principal fibres—cotton, linen, wool, and silk. Names, width, prices and uses of common materials.

Hand Sewing. The course prescribed for the Normal Schools will be continued with the application of stitch forms, seams, and hems, to useful articles. Any necessary modifications of the course to suit the student will be made by the instructor.

Care of Clothing. Darning and patching.

Methods. These will include the special requirements of the rural schools.

Household Management

Cleansing agents and methods of using them, with practical applications in the care of the school room and its furnishings, utensils, etc.

The house: planning, furnishing, heating, lighting, ventilating, disposing of waste, etc.

Emergencies: immediate treatment of everyday injuries, simple bandaging, etc.

The principles of feeding for the first year of infancy.

Methods of teaching in rural schools.

PART II

Foods and their Preparation

Lectures on foods and a study of the methods of preparing food materials.

In the laboratory, staple foods such as, cereals, vegetables, fruits, eggs, milk, cheese, meats are prepared, and practice is given in the planning and preparation of children's meals with special reference to the contents of the lunch box.

Special attention is given to food work applicable to Rural Schools with practical demonstrations in equipment suitable for such schools.

The principles and practice of feeding during childhood.

Winter Course

4. The following Reading Course is prescribed for winter work between Part I and Part II:

Bacteria Yeasts and Molds in the Home. Conn Ginn & Co., Boston.	$1.00
Elementary Household Chemistry. J. F. Snell The Macmillan Co., Toronto.	1.25
Education for the Home—Part I (to page 40). B. R. Andrews Superintendent of Documents, Washington, D.C.	.10

BOOKS OF REFERENCE

5. The following is a list of books recommended for reference:

Food Products. Sherman The Macmillan Co., Toronto.	$2.25
Lessons in Elementary Cooking. M. C. Jones Whitcomb & Barrows.	1.00
The Housekeeper's Handbook of Cleaning. MacLeod Harper & Bros.	1.00
Household Foes. Ravenhill Sedgwick & Jackson, London.	.75
Homecraft in the Classroom. Mary Hill Pitman & Son, London.	.60
Manual of Sewing Ontario Department of Education.	.20
Shelter and Clothing. Kinne & Cooley The Macmillan Co., Toronto.	1.10
First Aid to the Injured. James Cantlie, M.B., F.R.C.S. St. John Ambulance Association, Toronto.	.40

Hints and Helps for Home Nursing and Hygiene. E. MacDowell Cosgrave, M.D.	$0.40
St. John Ambulance Association, Toronto.	
Manual of Household Management	.19
Ontario Department of Education.	
Feeding the Family. Rose	2.10
The Macmillan Co., Toronto.	
Foods and Household Management. Kinne & Cooley	1.10
The Macmillan Co., Toronto.	
Constructive Sewing. Mary E. Fuller. Four Parts ..... each	.60
Industrial Book & Supply Co., Indianapolis.	
The Home and the Family. Kinne & Cooley	.80
The Macmillan Co., Toronto.	

EXAMINATIONS

6. (1) The standing of the candidate will be determined by the marks for the sessional records and the written examinations combined.

(2) The sessional records shall consist of the oral and the written tests and the practical work throughout the session.

(3) There shall be five papers at the final examinations, as follows, each being valued at a maximum of 50 marks:

Foods: two papers.

Household Management: two papers.

Sewing: one paper.

(4) For each subject, the maximum marks for the sessional records shall be 50 marks.

(5) In addition to the above a written examination will be held on the Winter Reading Course, for which the maximum of marks shall be 100.

(6) The percentage requirements to pass will be sixty per cent. of the sessional work in each subject and forty per cent. of the marks for each written examination and sixty per cent. of the aggregate of the marks.

(7) Except the examinations on the Winter Reading Course, which will be held on Saturday of the first week of the second session, the final written examinations will be held at the close of the course.

SYLLABUS

OF

SUMMER COURSES

AND

EXAMINATIONS

FOR
CERTIFICATES

IN

VOCAL MUSIC

SUMMER COURSES AND EXAMINATIONS IN VOCAL MUSIC

CERTIFICATES

1. (1) Candidates who have been duly admitted under Regulation 11, page 19, and who pass the examinations and other tests in Part I of the course as prescribed below, will be granted certificates as teachers of Elementary Vocal Music valid in a Public or a Separate School.

(2) Candidates who have been duly admitted under Regulation 11, page 19, and who pass the examinations and other tests in Parts I and II of the course as prescribed below, will be granted Ordinary certificates as teachers of Vocal Music valid in a High or Continuation School or as Supervisors of Vocal Music valid in a Public or Separate School.

(3) Two consecutive summer courses are required to complete Parts I and II. Part I shall be taken before Part II.

(4) Candidates who, for reasons satisfactory to the Minister, are unable to take the courses in two consecutive sessions may postpone the second session, but written application must be made to the Deputy Minister at least one fortnight before the opening of the session.

(5) Intending students are recommended to procure copies of the text-books marked with an asterisk on methods and musical theory, and to study them as far as opportunity will permit before entering the Summer School.

COURSES OF STUDY

2. The following are the courses of study:

PART I

Sight Singing

(From Tonic-Solfa and Staff Notations)

Major and Minor scales.
Modulation to related keys.
Rhythmic accentuation.
Measures, simple and compound.
The Pulse-unit and its varied divisions.

Ear Training

Tone perception and analysis.
Rhythm perception and analysis.
Writing melodies when sung or played upon an instrument.

Voice Training

Vocal physiology.
Breath control.
Vocal registers.
Resonance.
Intonation.
Enunciation and pronunciation.
Peculiarities of the child voice.

Songs

Unison, two and three-part songs.
Expression and interpretation.
Blending of parts.
Adaptation of songs to the various grades.

Methods

Analysis of the course of instruction prescribed for Public and Separate Schools.
Pedagogics of music teaching.
Preparation of lesson plans.
Practice teaching with classes of children.

PART II

Sight Singing

(From Tonic-Solfa and Staff Notations)

Major, minor and chromatic scales.
Modulation, natural and extraneous.
Advanced time studies.

Ear Training

Writing melodies when sung or played upon an instrument.
Writing outer parts of short harmonic sentences.
Detection and correction of errors in pupils' performance.

Voice Training

A continuation of the subjects prescribed above for Part I.
Treatment of the child voice before and during adolescence.

Chorus Training

Advanced part songs for equal and mixed voices.
Musical and verbal expression.
Technique of choral conducting.

Methods

A continuation of the subjects described above for Part I.
Comparative analysis of recognized systems of teaching music in schools.

Harmony

The common chord and its inversions.
The dominant seventh and its inversions.
Part writing and harmonization of melodies.

BOOKS OF REFERENCE

3. The following is a list of books recommended for reference; those marked with an asterisk are of special importance:

PART I

*The Standard Course. John Curwen Curwen & Sons, Ltd., London.	3s. 6d.
*Teacher's Handbook of Tonic-Solfa. Cringan Canada Publishing Co., Ltd., Toronto.	$ .50
*Educational Music Course. Cringan Canada Publishing Co., Ltd.	.50
Singing in Elementary Schools. Watkins Curwen & Sons, Ltd.	1s.
*How to Teach the Staff notation. Mason Curwen & Sons, Ltd.	2s.
Breathing for Voice Production. Hulbert Novello & Co., London.	2s. 6d.
How to Train Children's Voices. Hardy Curwen & Sons, Ltd.	1s.
The Singer's Guide. Adcock Curwen & Sons, Ltd.	1s.
Student's Musical History. Davey Curwen & Sons, Ltd.	1s. 6d.
Rudiments of Music. Cummings Novello & Co., London.	1s. 6d.
*A B C of Musical Theory. Dunstan Curwen & Sons, Ltd.	2s.
*Solo Singer's Vade Mecum. Dunn Curwen & Sons, Ltd.	1s. 6d.

PART II

Voice Production. T. M. Mill J. B. Lippincott Co., Philadelphia.	$2.00
The Art of the Musician. Hanchett The Macmillan Co., Toronto.	1.50
*A Treatise on Harmony. Part I. Anger Wm. Tyrrell & Co., Toronto.	1.25
Harmony and Counterpoint. Bertenshaw Longmans, Green Co., New York.	1.25
*The School Music Teacher. Evans and McNaught Curwen & Sons, Ltd.	2s. 6d.
*The Teacher's Manual. John Curwen Curwen & Sons, Ltd.	4s.
The Boy's Voice. J. Spencer Curwen Curwen & Sons, Ltd.	2s. 6d.
*Musical Theory. Curwen Curwen & Sons, Ltd.	3s. 6d.
*Text-book of Harmony. Oakey Curwen & Sons, Ltd.	3s.
*How to Observe Harmony. Curwen Curwen & Sons, Ltd.	2s. 6d.
*Solo Singer's Vade Mecum. Dunn Curwen & Sons, Ltd.	1s. 6d.

EXAMINATIONS

4. (1) The examinations and tests in Part I will consist of sessional work, practical examinations in the work of the course, and written examinations in Musical Theory and Methods. In the case of Part II there will be a written examination in Harmony in addition to the examinations and tests on the same subjects as prescribed for Part I.

(2) The maximum for each of the practical examinations and for each paper of the written examination shall be 100 marks.

(3) To pass in either Part a candidate's sessional work must be satisfactory to the Instructor and he must obtain forty per cent. of the marks assigned to each subject and an aggregate of sixty per cent. on all the subjects of the written and practical examinations respectively.

Written Examinations

PART I

Musical Theory

Musical rudiments, expression marks, compass and management of children's voices, translating from tonic-solfa to staff notation, and *vice versa,* and writing melodies previously memorized.

Methods

Lesson plans for various grades, application of pedagogical principles in teaching music, and a knowledge of the courses of study in vocal music as prescribed by the Ontario Department of Education.

PART II

Musical Theory

Marks of expression, intervals, vocal physiology, advanced translation to either notation, and elements of musical form.

Harmony

Harmonization of melodies and basses, chord analysis, including the common chord and the dominant seventh, in root position and inversions.

Methods

Lesson plans for various grades, methods of voice training, solution of class-room problems, pedagogical principles underlying modern systems of teaching vocal music.

Practical Examinations

PART I

Sight Singing

(*a*) *Modulator.* Singing at sight, from the examiner's pointing on the Tonic-Solfa modulator, a test containing leaps to any tones of the Major and Minor scales, and modulations of one and two removes.

(*b*) *Time.* Singing at sight, from either notation, on a monotone, a test containing pulse divisions of halves, quarters and thirds. (In addition to beating time while singing the test, the candidate must be prepared to beat time in any form of measure indicated by the examiner.)

(*c*) *Melody.* Singing at sight, from the Tonic-Solfa and Staff notations, the melody of a school song of moderate difficulty.

Ear Tests

(*a*) Singing to *lah,* an example of ear test suited to any Public School Form indicated by the examiner.
(*b*) Naming the notes of a short test, sung to *lah* by the examiner, who will first give the key tone.
(*c*) Giving the time-names of a short time test sung on a monotone by the examiner.

Memory Tests

(*a*) Singing, from memory, any one, selected by the examiner, of four school songs of moderate length, previously prepared.
(*b*) Singing, while pointing on the modulator, a short modulator exercise adapted to any grade indicated by the examiner.

Voice Tests

Vocalizing, as a test of tone quality and intonation, in any suitable key, the Major and Harmonic Minor scales.

PART II

Sight Singing

(*a*) *Modulator.* Singing at sight, from the examiner's pointing on the Staff or Tonic-Solfa modulator, a test containing difficult intervals, and modulations of two and three removes, including chromatic tones.
(*b*) *Time.* Singing at sight, from either notation, on a monotone, a test containing difficult rhythmic divisions.
(*c*) *Melody.* Singing at sight, from the Tonic-Solfa notation, a melody containing extended modulation to the second remove, and the Tonic Minor, and another melody, of a less difficult character, written in the Staff notation.

Ear Tests

(*a*) Writing, in both notations, the notes of a melody of four measures in length and containing simple pulse divisions, on hearing it sung to *lah* by the examiner, who will first give the key tone.
(*b*) Writing, in either notation, the upper and lower parts of a single chant, played upon an instrument.

Memory Tests

(*a*) Solfaing, from memory, any one selected by the examiner, of four previously prepared school songs containing simple modulations.
(*b*) Bringing copies of passages from standard compositions, containing examples of modulations of two and three removes, and singing from memory any one selected by the examiner.

Voice Tests

(*a*) Singing any Major, Minor, or Chromatic scale in a suitable key.
(*b*) Singing the arpeggio of the Major, Minor, or Dominant Seventh chord.
(*c*) Singing, with appropriate expression and tone quality, a previously prepared song of the candidate's own selection.

SYLLABUS

OF

SUMMER COURSES

AND

EXAMINATIONS

FOR CERTIFICATES

IN

THE COMMERCIAL SUBJECTS

SUMMER COURSES AND EXAMINATIONS FOR CERTIFICATES IN THE COMMERCIAL SUBJECTS

CERTIFICATES

1. (1) Candidates who have been duly admitted to the examination under Regulation 11, p. 19, and who pass the examinations in the subjects of Part I, as prescribed below, will be granted certificates as teachers of the Elementary Commercial subjects valid in a Public, Separate, High or Continuation School, if otherwise qualified to teach in such schools.

(2) (*a*) Candidates who hold certificates qualifying them to teach in a High School and who pass the examinations and other tests in the subjects of Parts I and II as prescribed below, and who hold a degree in Arts from a British University on courses approved by the Minister, obtained before or after the Specialists' examination, will be granted certificates as Commercial Specialists valid in a High School or Collegiate Institute; but candidates who not later than August, 1915, passed the examination for either Part may complete the examination provided they hold at least a High School Assistant's certificate.

(*b*) Certificates of graduation in the present Honour Courses in Political Science of Toronto, Queen's, and McMaster Universities will be accepted in lieu of the examinations prescribed in Part II below.

(*c*) The certificate in the Elementary Commercial subjects granted under Regulation 8 (1) of the High School Regulations of 1913 will not be accepted in lieu of the examinations in Part I prescribed below.

COURSES OF STUDY

2. (1) The courses in each of the Parts prescribed below will be covered in such detail as the time will permit.

(2) In the course in Part I there may be a beginners' class as well as an advanced class. These classes will be conducted concurrently and students may be transferred from one class to the other at any time at the discretion of the instructor.

(3) It is expected that for beginners the course in Part I for candidates for certificates as teachers of Elementary Commercial subjects will require two Summer sessions.

PART I

Bookkeeping: Theory

Single and double entry; general merchandising, commission business, manufacturing; single proprietor, partnership and corporation accounting, and changing from one form of ownership to another; plant, labour, material, departmental accounts, cost accounting so far as is covered in Course II of The Ontario School Bookkeeping; practical treatment of such accounts as bank, discount, freight, suspense, bad debts, depreciation, etc.; columnar cash books, journals, etc.; self-balancing ledgers; and the various forms of books necessary for the different kinds

of business; manufacturing, trading, and profit and loss accounts, balance sheets; statements of income and expenditure, and of receipts and disbursements; banking, savings, and current accounts, collection and exchange, statements of banks and other corporations.

Bookkeeping: Practice

Making the proper records and financial statements from given data. Single proprietor, partnership, and corporation accounting.

Business Practice and Business Law

(*a*) Business Papers: Receipts, releases, promissory notes, chattel notes, lien notes, instalment notes, drafts, bills of exchange, orders, due bills, deposit slips, cheques, bank drafts, draft requisitions, deposit receipts, bank pass books, bills, invoices, credit invoices, accounts, monthly statements, warehouse receipts, bills of lading, freight bills, proxies, powers of attorney, agreements, bonds, debentures, leases, instalment scrips, stock certificates, stock transfers.

(*b*) Business Law: Negotiable paper, indorsement, acceptance, discharge, dishonour, protest, negotiability and assignability, accommodation paper: statute of limitations; statute of frauds; interest; legal tender, payments, collection of accounts; partnership, joint stock companies; insurance; liability as partner, shareholder, director, agent, indorser, etc.; contracts; property; mortgages: guarantee and suretyship; shipper and carrier; mechanics' lien; landlord and tenant; principal and agent; master and servant; wills and succession duties; copyrights, trade marks, industrial designs, patent rights.

Penmanship

Theory and practice of penmanship; position and movement; principles of letter formation; graceful, legible business writing; ledger headings, figures, marking.

Stenography: Theory

The principles of The Isaac Pitman system of Stenography.

Stenography: Practice and Typewriting

(*a*) Stenography: Writing business correspondence and legal documents from dictation at a speed of sixty words per minute; and the transcription of these shorthand notes on the typewriter at a speed of twelve words per minute.

(*b*) Typewriting: Copying, invoicing, billing, columnar statements, etc.

Mercantile Arithmetic

Interest, discount, commission, duties and customs, stocks and investments, partnership settlements, partial payments, equating or averaging accounts, compound interest, exchange, practical measurements, and the metric system.

PART II

Auditing

Object, scope, and advantages of an audit; preliminary steps; instructions to the bookkeeper before an audit; continuous and complete audits; relation to prior audits; vouchers; trial balances and balanced books; individual, partnership, and company ownership; methods of accounting; different classes of audits, as com-

mercial, mining, financial; valuation and verification of assets and liabilities; depreciation, discounts, bad and doubtful debts, reserve funds, etc.; preliminary expenses, directors' fees, etc.; foreign exchange; nature of profits; forms of accounts and balance sheets; auditors' reports, recommendations and certificates.

Economic Geography

Physical Geography in its economic aspects and the relation of these aspects to the natural resources of the chief countries. The raw material of commerce—food stuffs, textile fabrics, building material, and materials for use in the arts. Production centres, markets and trade routes; growth of commerce and distributing agencies in Canada, the British Empire, and the United States; influence of tariffs on trade; free trade; relation of waterways to railways, the distribution of the waterways of the country and their effect on domestic commerce. Possibilities and limitations of trade within the British Empire; Canadian exports and imports; importance of the Suez and Panama Canals.

History of Commerce and Industry

Ancient and Mediæval commerce; the influence of Venice; the Crusades; the mediæval guilds and their relation to modern trade unions; commercial significance of the great geographical discoveries of the fifteenth century; the Dutch commercial ascendency; struggle of the English, French and Dutch for the first place in commerce; the English industrial revolution; commercial significance of the Napoleonic wars; England's industrial and commercial supremacy; French industry and commerce since the overthrow of Napoleon; the German Empire and its commercial position; recent economic growth of Russia; the Balkan States; and the commercial position of South America, Africa, Asia (especially the influence and growth of the Japanese and Chinese nations), and Oceania.

Money and Banking

Theory of money, its history and functions; credit; mechanism of exchange. Nature and function of banks, management of reserves, note issue, redemption fund, leading banking systems of the world, especially those of Canada and the United States, clearing houses, savings banks, trust and loan companies; balance of trade, meaning and effect on exchange, the provisions of the Bank Act, the Currency Act, and the Dominion Notes Act.

Theory of Economics

Principles of production, distribution, and exchange. Economic theories of value, rent, wages, profits and interest; land, labour and capital; industrial combinations, extent, dangers and advantages; socialism.

National and local finance; public debts, methods of extinction and conversion; sinking funds; public domain—lands, forests, minerals; principles of taxation.

Arithmetic of Investment

Compound interest, annuities certain, sinking funds and depreciation, formation of interest and annuity tables, the application of logarithms, the valuation of bonds.

BOOKS OF REFERENCE

3. The following list of books is recommended for reference; those marked with an asterisk are of special importance:

PART I

*Ontario School Bookkeeping—Second Course Educational Book Co., Toronto.	$1.00
*Joint Stock Company Accounts. Hoskins Commercial Text Book Co., Toronto.	2.00
Manufacturers' Accounts. Eddis and Tindall Accountancy Book Publishing Co., Toronto.	2.00
*Accounting in Theory and Practice. Lisle Wm. Green and Sons, Edinburgh.	4.25
*Elements of Accounts. Klein D. Appleton and Co., New York.	2.00
Digest of Canadian Mercantile Law. W. H. Anger W. H. Anger, Toronto.	2.00
Acts: The Bills of Exchange Act, 25c.; The Bank Act, 25c.; The Currency Act, 15c., The Dominion Companies Act, 25c.; The Ontario Joint Stock Companies' Act Carswell Co., Toronto.	.50
The Ontario Writing Courses, Book III	.03
The Ontario Teachers' Manuals: Writing	.19
Course in Isaac Pitman Shorthand, Centenary Edition Commercial Text Book Co., Toronto.	1.50
Expert Typewriting. Fritz and Eldridge American Book Co., New York. Morang Educational Co., (Agents) Toronto.	.85

PART II

Algebra for Matriculation (chapters on Progressions, Logarithms, Annuities). Hall and Knight The Macmillan Co., Toronto.	.90
The Theory of Finance. Geo. D. King Charles and Edward Layton, London, Eng. or	1.25
*Interest and Bond Values. M. A. Mackenzie University Press, Toronto.	1.00
*Auditing: Theory and Practice. Montgomery. Student's Edition Ronald Press Co., New York.	3.00
Pitman's Commercial Geography Commercial Text Book Co., Toronto.	.85
Commercial Raw Materials. Toothaker Ginn and Co., New York.	1.25
Ontario High School Physical Geography Morang Educational Co., Toronto.	.60
Canada Year Book Department of Agriculture, Ottawa.	
Canadian Almanac The Copp, Clark Co., Toronto.	.60

Ministry of Education, Ontario
Historical Collection

History of Commerce. Clive Day $2.00
Longmans, Green and Co.

*Money and Banking. Scott 2.00
Henry Holt and Co., New York.

Money and Mechanism of Exchange. Jevons 1.75
D. Appleton and Co., New York.

Elements of Foreign Exchange. Franklin Escher 1.00
The Bankers' Publishing Co., New York.

Canadian Banking System. J. F. Johnston ..... .30
Supt. of Documents, Government Printing Office, Washington, D.C.

Outlines of Economics. R. T. Ely 2.00
The Macmillan Co., Toronto.

EXAMINATIONS

4. (1) The examinations in Parts I and II may be taken at one time, or in different years and in either order.

(2) There will be one examination paper in each of the subjects. The examination in Stenography and Typewriting will be practical and will include (*a*) dictation and transcription on a typewriter and (*b*) typewriting from given printed matter.

(3) The requirements for pass in each Part will be forty per cent. of the marks for each paper or test (valued at 100) and sixty per cent. of the aggregate of marks for the Part.

COURSES

AND

EXAMINATIONS

FOR

TEACHERS' CERTIFICATES

IN

PHYSICAL CULTURE

6 S.C.

SUMMER COURSES AND EXAMINATIONS FOR TEACHERS' CERTIFICATES IN PHYSICAL CULTURE

Department of Education

1. (1) Candidates who have been duly admitted to the examination under Regulation 11, page 19, and who pass the examinations and other tests in Part I, as prescribed below, will be granted by the Department of Education certificates as teachers of Elementary Physical Culture in a Public, Separate, High, or Continuation School, if otherwise qualified to teach in such schools.

(2) Candidates who have been duly admitted to the examination under Regulation 11, page 19, and who pass the examinations and other tests in Parts I and II, as prescribed below, will be granted certificates as Supervisors of Physical Culture in a Public or Separate School.

(3) Candidates who have been duly admitted to the examination under Regulation 11, page 19, and who pass the examinations and other tests in Parts I and II as prescribed below, will be granted certificates as Specialists in Physical Culture in a High or Continuation School or Collegiate Institute.

(4) (*a*) Subject to such exemptions as may be granted by the Minister under these provisions, the work for the certificate in Elementary Physical Culture may be completed in one Summer Course, that for the Supervisor's or Specialist's certificate in two Summer Courses.

(*b*) The holders of Strathcona Grade B certificates may be exempted from such exercises and examinations as are covered by said certificates.

(*c*) Before candidates can be granted certificates in Elementary Physical Culture they are required to submit their Cadet Instructors' certificates to the Department.

Department of Militia and Defence

2. Candidates who have been duly admitted, and who pass the examinations and other tests prescribed, will be granted by the Department of Militia and Defence, Ottawa, (1) Strathcona Grade B Certificates; and (2) Cadet Instructors' Certificates, Grade A, which will qualify the holders for the rank of Lieutenant in the Active Militia and for a Cadet Instructorship.

COURSES OF STUDY

3. (1) All women candidates are required to wear in the practice classes the regulation costume, consisting of black or dark blue bloomers, white middy blouse, black leather ballet or tennis shoes. They are also required to supply their own bathing-suits, head-caps and bath towels. Each piece should be distinctly marked with the owner's surname.

(2) The following are the courses in Parts I and II:

PART I

PRINCIPLES

For Men and Women

The following topics will be dealt with in their relation to Physical Culture:

(1) Anatomy:

Bone, composition, classification.
Bones of upper extremity.
Bones of vertebral column.
Bones of the head.
Bones of abdomen and thorax.
Bones of lower extremity.

Joints—classification and description of movable joints.
Importance of joints.

Muscle—varieties.
Origin, insertion and action.

Digestive system—stomach, liver, etc.
Circulatory system—heart, arteries, veins, etc.
Respiratory system.
Nervous system.

(2) Physiology:

Oxidation and waste, metabolism.
Blood, composition, quality, the heart beat.
Respiration—mechanism, changes in the lungs, in the tissues.
Nervous mechanism of respiration.
Physiology of muscle.

Digestion:
Digestive juices.
Function of saliva, gastric juice, pancreatic juice, and bile.
Succus entericus.
Changes in the food in the alimentary canal.
Lymph—movements.
Absorption.

Nutrition:
Comparison of income and output of material.
Animal heat.
Diet.

First aid to the injured.
Shock, wounds, bleeding, burns, exposure to cold, frostbite, fractures, sprains and dislocations, restoration of apparently drowned; choking, foreign bodies in eye or ear, unconsciousness, fainting, apoplexy, heat stroke, poisons, bandaging.

PRACTICE

For Men Only

(1) Mutual Instruction in Calisthenics.

Dumb bells
- (a) Roberts.
- (b) Barton.
- (c) Combination.

Wands
- (a) Elementary.
- (b) Barton.
- (c) Miscellaneous.

Clubs—class club-swinging.

(2) Elementary exercises on following apparatus:

Horse: vaults—
- Flank.
- Front.
- Rear.
- Screw.
- Squat.
- Straddle.
- Wolf.

Mats:—Jumps and hops.
Jumps and hops with turns.
Front and back rolls.

Vaulting bar: vaults—same as on horse.
Underswings.
Underswings with turns.

Buck: vaults—same as on horse and vaulting bar.

(3) Indoor games—course to enable teachers to coach and referee the following games:
- (a) Basket ball.
- (b) Indoor baseball.
- (c) Volley ball.
- (d) Gymnasium games.
- (e) Playground and school-room games.

(4) Outdoor athletics—

Field and track sports—course to enable teachers to coach athletes and to direct athletic meets.
- (a) Starting.
- (b) Sprinting.
- (c) Running.
- (d) Broad jump.
- (e) High jump.
- (f) Shot put.
- (g) Hurdles.

(5) Boxing and single sticks, bayonet exercises.
(a) Drills—squad and company drill.
(b) Exercises—rifle and musketry practice, skirmishing.
(c) Miscellaneous—ceremonial, drawing and returning swords, saluting with the sword.
Signalling: an elementary knowledge of signalling.
Sub-target gun—ability to instruct in use of sub-target guns.

For Women Only

(1) Squad drill:
Marching tactics.
Wheeling.
Turnings.

(2) Free hand exercises, including Strathcona Trust exercises.
Dumb bell drills (a) elementary.
(b) advanced.

Wand drills (a) Elementary exercises.
(b) Anderson's twist-drill.
Clubs:
Classified exercises.

(3) Elementary exercises on the following apparatus:
Horse, mats, vaulting bar, buck, rings, Swedish stall bars, suspended ladder.

(4) Indoor athletic sports.
(*a*) Running races.
(*b*) Gymnasium games, including basket ball.
(*c*) Schoolroom and playground games.

(5) Dancing.
(*a*) Technique of dancing.
(*b*) Simplified aesthetic dances.
(*c*) Folk dances and singing games.
(*d*) Old English country dances.

(6) Swimming, elementary.

PART II

PRINCIPLES

The following topics will be dealt with in their relation to Physical Culture:

For Men and Women

(1) Hygiene and sanitation:
Air, water, food, ventilation, sleep.
School, dwelling, and camp hygiene.
Kitchen waste and sewage disposal.
Infection and its prevention.
Immunity, communicable diseases.

(2) Physiology of exercise:
Combustion.
Fatigue.
Breathlessness.
Stiffness.
Overwork.
Repose.
Effects of training.
General effect of exercise.
Mental work and physical exercise.
Co-ordination in exercises.

(3) Anthropometry:
Parts to be measured.
Instruments necessary.
The average physique.
The ideal physique.

(4) Body building:
Exercises for neck, chest, arms, forearms, upper back, lower back, thigh, leg.

(5) Corrective work:
Exercises for round shoulders, low shoulder, high shoulder, spinal curvature, uneven hips, poor circulation, deficient lung capacity, constipation.

For Men Only

(6) (*a*) Discipline and military law.
(*b*) Duties.
(*c*) Interior economy.
(*d*) Theory of rifle and its practical application.

PRACTICE

For Men Only

(1) Mutual Instruction in the Calisthenics of Part I.

(2) 1st and 2nd grade exercises on the following apparatus:

Horse—Vaults.
Feints.
Circles.
Combinations of vaults, feints and circles.
Thief jumps—with turns.

Mats: Rolls.
Dives.
Cartwheels.
Head stands.
Hand stands.
Hand springs.

Parallel Bars: Rests.
Seats.
Walks.
Jumps.
Vaults.
Spreads.

Horizontal Bar: Grasps—Ordinary.
Reversed.
Combined.
Rests — Free.
Riding.
Circles—Knee.
Seat.
Underswings.

Ladder—Hangs.
Walks.
Swings.

Rings — Hanging stand.
Hammock hangs.
Pull ups.
Hangs with pull ups and leg expressions.

(3) Corrective apparatus—use of same.

(4) Outdoor athletic games—course to enable teachers to coach and referee the following games:
Lacrosse.
Hockey.
Rugby.
Soccer.
Baseball.

(5) Swimming—including life-saving methods and Schafer method of resuscitation.

For Women Only

(1) Mutual instruction in calisthenics, freehand, dumb bells, wands and clubs.
(2) Figure marching.
(3) Athletic games—course to enable teachers to coach and referee the following games:
(a) Basket ball.
(b) Indoor baseball.
(c) Volley ball.
(4) Artistic drills for concert and exhibition purposes.
(5) (*a*) Technique of dancing (advanced).
(*b*) Aesthetic or classic dancing (advanced).
(*c*) National and characteristic dancing.
(*d*) Old English Morris and country dances.
(6) Swimming, including life-saving methods.

BOOKS OF REFERENCE

4. (1) The following list of books is recommended for reference; those marked with an asterisk being of special importance and the last four being obligatory for the Cadet Instructors' Course.

*Physical Training, Including First Aid to the Injured and Athletics. By Jas. W. Barton, M.D., Physical Director in the University of Toronto. Musson Book Co., Toronto	$ .75
At Home in the Water. By Geo. H. Corson, Swimming Instructor, University of Toronto. Association Men Press, New York City	.75
Folk Dances and Singing Games. By Elizabeth Burchenal	1.50
Dances of the People. By Elizabeth Burchenal	1.50
The Chalif Text-book of Dancing. By L. H. Chalif	3.00
Games for the Playground, Home and Gymnasium. By Jessie Bancroft	1.50
*The Syllabus of Physical Exercises for Public Elementary Schools (Strathcona Trust). Copp, Clark & Co., Toronto	.25
*Infantry Training, 1914. Harold A. Wilson Co., Toronto, or the Stationery Department, Militia and Defence, Ottawa	.25
*Rifle Exercise. For Ross Rifle, 1914. Harold A. Wilson Co., Toronto, or the Stationery Department, Militia and Defence, Ottawa	.25
*Manual of Signalling. Harold A. Wilson Co., Toronto, or the Stationery Department, Militia and Defence, Ottawa	.25

EXAMINATIONS

5. (1) The examinations for the Strathcona Grade B and Cadet Instructors' certificates are held by the Department of Militia and Defence, and the results thereof are accepted by the Department of Education as parts of its examinations for certificates in Physical Culture.

(2) The standing of candidates for certificates in Physical Culture will be determined by the results of the sessional work, the final practical tests and the final written examinations. The following is the scheme of examinations and tests, and the maximum marks for each:

WRITTEN EXAMINATIONS

Part I—Anatomy, 100; Physiology and First Aid, 100.

Part II—Hygiene and Physiology of Exercise, 100; Anthropometry and Corrective work, 100.

SESSIONAL AND FINAL PRACTICAL TESTS

PART I

	Sessional	Final
For Women.		
Calisthenics	100	200
Apparatus	25	50
Games and Military Drill	50	100
Swimming	25	50

For Men.		
Calisthenics	50	100
Apparatus	100	200
Indoor Games and Athletics	25	50
Swimming	25	50

PART II

For Women.		
Calisthenics	50	100
Dancing	50	100
Games and Teaching	25	50
Swimming	25	50
For Men.		
Calisthenics	25	50
Apparatus	75	150
Athletic Games	50	100
Boxing and Single Stick	25	50
Swimming	25	50

(3) The requirements to pass will be forty per cent. of the marks for each subject and sixty per cent. of the aggregate marks assigned to the written examinations, the sessional work and the final practical tests, respectively.

SYLLABUS

OF

SUMMER COURSES

AND

EXAMINATIONS

FOR

KINDERGARTEN-PRIMARY CERTIFICATES

SUMMER COURSES AND EXAMINATIONS FOR TEACHERS OF KINDERGARTEN-PRIMARY CLASSES

CERTIFICATES

1.—(1) Kindergarten Directors who have been duly admitted to the examinations on Course A under Regulation 11, page 19, and who pass the examinations and other tests as prescribed below will be granted at the close of the session an Interim Kindergarten-Primary certificate valid for two years in a Kindergarten-Primary or a First Form, or for the position of Assistant to a Kindergarten Director.

(2) (*a*) Teachers who have been duly admitted to the examinations on Course B under Regulation 11, page 19, and who pass the examinations and other tests as prescribed below, will be granted at the close of the first session a certificate of standing valid for one year for the position of Assistant in a Kindergarten-Primary class, and at the close of the second session, an Interim Kindergarten-Primary certificate valid for two years in a Kindergarten-Primary or a First Form, or for the position of Assistant to a Kindergarten Director.

(*b*) For admission to the second session of Course B, the applicant must have passed the examination at the end of the first session.

NOTE.—After due experience, as prescribed in the Normal School Regulations, the holder of a Kindergarten-Primary certificate may be granted a certificate as Supervisor of Kindergarten and Kindergarten-Primary Forms

COURSES OF STUDY

2. For a Kindergarten-Primary certificate, there are, for teachers duly admitted under Regulation 4 (1) (*d*), page 15, two courses, A and B, as detailed below.

Text-Books

3. The teacher-in-training is required to provide herself with a copy of each of the books the titles of which are printed below in italics. The parts of such text-books that should be taken up in particular will be indicated by the instructors during the courses.

COURSE A

4. The work prescribed for Course A for Kindergarten Directors for a Kindergarten-Primary certificate will be covered in one Summer Session of five weeks, and consists of the following, as related to the subjects of the course for Form I:

(1) (*a*) A review of the Normal Course in the Science of Education in so far as it applies to the study of the child during the period of early childhood and to the principles and methods to be applied in the training of the child during this period.

(*b*) A review of the course in School Organization and Management, in so far as it applies to the organization and management of Kindergarten-Primary and Primary classes.

(2) The significance of the Kindergarten Plays, Games, and Occupations.

(3) The Special Methodology of each subject.

(4) Observation Lessons and Practice-Teaching.

Special Methodology

5. The details of the courses in the Methodology of the subjects of Form I are as follows:

1. Reading

Introductory: The process involved in reading: The relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed symbol directly with the idea; the function and value of silent reading, sight reading.

Methods: The various methods of teaching beginners, advantages and disadvantages of each; devices for securing rapid word-recognition and for fixing attention on the thought and feeling as well as upon the word forms in the earlier stages; means of securing natural expressive reading: the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils; the use of *The First Golden Rule Book;* exercises in breathing, articulation and vocalization.

Teacher's Preparation: Attention to the mechanical side of and practice in oral reading; exercises in breathing, articulation, and vocalization.

The foregoing subjects to be taken up as set forth in *The Ontario High School Reader.*

2. Spelling

Introductory: Peculiarities of English orthography; causes of incorrect spelling and of the difficulties experienced by pupils in learning to spell; necessity for teaching, not merely testing spelling.

Methods: The various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of pupils; how to use their study of form in the Kindergarten Gifts and Occupations in training the pupils to get vivid images; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises; varying the spelling recitation; value of rules in spelling.

Principles of selection of material; grouping of words; incidental spelling.

3. Oral and Written Composition

Introductory: The value of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force, fluency, and grace of expression; the formation of the habit of speaking and writing good English; the effect of the teacher's example upon the pupils' language; the value of reading and of memorizing good literature; expression as a stage in the development of every lesson; the necessity for special exercises in oral and written composition.

Methods: Methods of securing the pupil's free natural expression and of extending his vocabulary through conversations on various topics, including the Kindergarten Gifts, Occupations, and Stories; the principles governing criticism of composition; the dangers connected therewith and means of avoiding them; the selection and organization of materials.

4. Literature

Methods: Nature and elements of literature; qualities of literature that appeal to pupils of different ages; basis of selection of material therefor; special importance of literature that appeals through the ear; suggested lists of fairy tales, fables, nature stories, etc; the use of *The First Golden Rule Book*.

Songs and story telling; comparison of the values of reading and telling; how to tell stories successfully; the reproduction by the pupils; how to make corrections; the use of story books; how to teach memory gems.

Teacher's Preparation: Special importance of teacher's own qualifications; a class course in literature; the literary study of portions of the Bible prescribed by the Department of Education; directed sessional private reading courses for teachers-in-training; suggestions for their future reading.

NOTE.—Teachers-in-training having conscientious objections to the literary study of the Bible shall be excused therefrom by the Principal.

5. Writing

Methods: When to begin writing and the work preliminary thereto; its motivation; various styles of penmanship, their advantages and their disadvantages; points of excellence in penmanship, their relative importance; the child's difficulties in mastering writing; the earliest lessons, the materials to be used; the various writing movements and their value; relation of teaching lessons to home or seat exercises; right posture and penholding; the eye and its control of penmanship; importance of good writing materials; formal drills: value, management, various forms of movement drills, the best organization of these exercises; counting, its purpose, its use; relations of speed and accuracy; letter groups on the basis of movement; the chief defects in children's penmanship, their causes, the necessity for their prompt detection and thorough correction; individual *versus* class errors; uniformity of attainment in a class: its value, how fostered: prevention of scribbling; observing the conventional letter forms throughout the grades; economizing time; use of standard charts for judging writing.

6. Arithmetic

Methods: The scope of arithmetic; Kindergarten Materials and Occupations as a basis for number; how to use the pupil's home experiences and the Kindergarten Materials in developing a knowledge of indefinite relations as larger, smaller, longer, etc.; and of definite relations through use of gifts, squared table, Kindergarten sticks, etc.; the development of the number idea: the unit, its nature and use; the necessity for standard units; the ratio idea of number: counting; measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition, addition tables, order of exercises, devices; subtraction: additive method, decomposition method, order of exercises, devices: typical forms of seat work; application of number facts in the Occupations of the Kindergarten-Primary and of the First Form: simple problems.

7. Nature Study

Methods: Nature study and geography as a method; special characteristics of a typical lesson: directions for conducting school excursions; the study of special topics dealing with the materials and illustrating methods of presentation; the relation of feeling to knowledge in nature study work; relation to formal science and to the symbolic games of the Kindergarten.

Selection of material for nature study and geography lessons under varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories.

School Gardens: School gardens as a phase of nature study work; the planning and the care of school gardens.

NOTE.—In order that they may be able to direct the practical side of nature study in school, teachers-in-training should make frequent excursions for the purpose of studying and collecting materials in their natural environment and relations.

BOOKS OF REFERENCE

6. The following books are for reference in Course A. (See Regulation 3):

Normal School Manuals: *Science of Education. School Management and Organization.*

Public School Manuals: *Primary Reading. First Golden Rule Book. Composition and Spelling. Literature. The Ontario Writing Course. Arithmetic. Nature Study.*

Ontario Public Schools Act and Regulations.

Arlo Bates; Talks on the Writing of English.
MacClintock; Literature in the Elementary School.
Arlo Bates; Talks on the Teaching of Literature.
Lindsay, Maud; Mother Stories.
Lindsay, Maud; More Mother Stories.
Lindsay, Maud; A Story Garden of Little Children.
Alden; Knights of the Silver Shield.
Stevenson, Robert Louis; Children's Garden of Verse.
Bailey; In the Children's Hour.
Harrison; In Story Land.
Bryant; How to Tell Stories to Children.
Chedlock; The Art of the Story Teller.
Bailey; How to tell Stories to Children.
Hodge; Nature Study and Life.
Dearness; How to Teach Nature Study.
Scott; Nature Study and the Child.
Coulter; Practical Nature Study.
Silcox and Stevenson; Nature Study.

COURSE B

7. The work prescribed for Course B for Primary teachers for a Kindergarten-Primary certificate will be covered in two Summer Sessions and consists of the following:

(1) A concise review of the Normal School courses in the Science of Education and School Orgranization and Management, as related to the Kindergarten course.

(2) Kindergarten Principles.
(3) Kindergarten Practice.
(4) Observation Lessons and Practice-Teaching in Kindergarten classes.

8. The details of the subjects of Course B are as follows:

Kindergarten Principles

Relation of the Kindergarten to education in general.
Froebelian principles and their application in the Kindergarten.
Educational significance of the Froebelian Gifts and Occupations.
Equipment of the Kindergarten.

Kindergarten Practice and Methods

1. Gifts

The Gifts: Their general objects as well as their specialties; how they are graded and why; their connection with the other branches of Kindergarten work, with a sufficient number of illustrative forms, arranged in due sequence and entered in the Gift book, as follows:

First Gift.—Exercises in the different typical uses of the Gift.

Second Gift.—Exercises in the different typical uses of the Gift.

Third Gift.—Four original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty, not fewer than six forms in each sequence.

Fourth Gift.—Three original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty, not fewer than six forms in each sequence.

Building problems for estimating dimensions, not fewer than four problems.

Exercises illustrating balance.

Fifth Gift.—A list of original forms of life, not fewer than six; two symmetrical designs (one border), one sequence in symmetrical designs, not more than five forms.

Exercises with the Fifth Gift should embody experiences with numerical relations and in development of geometric form.

Sixth Gift.—A list of original forms of life, not fewer than six forms; building problems, not fewer than four problems in the list.

Outlines of all exercises and sequences in the practical work with the Building Gifts to be placed in the Gift Book.

Seventh Gift.—Definition; position of one tablet; relative position of two tablets to each other; geometrical figures that may be produced by combining two tablets; geometrical figures produced by combining three tablets; three life forms with two tablets; three life forms with four tablets: three life forms with eight tablets: two life forms with sixteen tablets.

All forms to be drawn in the Gift Book. Each point in the development to be illustrated by any one form of tablet.

Decorative forms (symmetrical design): One design, emphasizing repetition, as in borders; two symmetrical designs involving sequence leading to design as required in Art.

All forms to be drawn in the Gift Book, illustrated by any one form of tablet.

Eighth Gift.—Two forms with each of the following combinations: Combination of sticks into life forms, using four sticks, even lengths: combination of sticks

into life forms, using eight sticks, even lengths; life forms with sixteen sticks; life forms, using sticks of any length.

All forms to be drawn in the Gift Book.

Decorative design: Three designs emphasizing repetition as in borders: two designs in "all over" repeats; two symmetrical designs involving expansion.

Ninth Gift.—Three simple combinations of whole rings into life forms; three simple combinations of whole, half and quarter rings into life forms: four symmetrical designs, using rings, half and quarter rings, including two borders.

2. Occupations

The course in the Occupations embraces a knowledge of the Froebelian Occupations, and their connection with other branches of Kindergarten work, as follows:

Sewing.—Illustrations required in sequence of sewing.

First Development:
1. Vertical lines of one length;
2. Variations in relative position;
3. Variations in length;
4. Horizontal lines of one length;
5. Horizontal lines, variations in relative position;
6. Horizontal lines, variations in length;

Right angles, repeat the order in numbers 1, 2, and 3 above:—

Square, repeat the order in numbers 1, 2, and 3 above.

Other forms of development:

Square on the diagonal, repeating the above order; miscellaneous combinations, the student indicating the combinations used, and repeating to the third point as above.

Sewing Inventions.—General plan: From (*a*) a centre; (*b*) a border; (*c*) an "all over" design.

Forms of Invention: One in vertical lines of all lengths, following the general plan in (*a*); one in vertical and horizontal lines of contrasted lengths combined, following the general plan in (*b*); one in vertical, horizontal, and slanting lines of all lengths following the general plan in (*c*); a sequence of sewing suitable for children, involving grouping and spacing of lines of even lengths, combinations of lines of different lengths in borders, and in symmetrical designs, simple conventional designs in borders and in symmetrical forms.

Weaving.—Two movements in weaving: (*a*) Following the line of the warp to give vertical effects; (*b*) varying from the vertical by a movement right or left on the line of the warp to produce diagonal effects. *Attention should be paid to colour harmonies.*

First Series: Vertical effects, regular combinations as one and two, three and two, two and four, etc.; three mats.

Second Series: Variations from this basis, producing stripe or bar, as two and one and one, three and one and one and one, three and three and one and one, not fewer than four mats in the series.

Third Series: Diagonal effects, using basis of first and second series for these, with possible variations in position, as right to left, left to right, etc., not fewer than four mats in this series.

Inventions: Borders, two mats; "all over" repeats, two mats.

Folding.—A series of forms from the circular basis, not fewer than eight: Salt-cellar, ground form; salt-cellar, star, king's crown, queen's crown, pepper-box, satchel; an original sequence of life forms suitable for children four years of age; three inventions in life forms in the salt-cellar ground form; four inventions in symmetrical designs from the salt-cellar ground form; double salt-cellar ground form; cap, muff, boots, bobbin, shirt, trousers; table-cloth ground form; table-cloth, table, handkerchief case, windmill, vase, boat with sail, double boat, box, picture frame; the table-cloth ground form, an original sequence of life forms, suitable for children six years of age, not fewer than six forms, three symmetrical designs, one involving the hexagon, one trapezium, and one rhomboid; three original inventions from the table-cloth ground form.

3. Mother Play

The course in the Mother Play embraces a study of the educational principles and practice of Froebel as embodied in the "Mutter und Kose Lieder," and the relation of the Mother Play and the other subjects of the curriculum, such as Psychology and Child Study, to the practical work of the Kindergarten. It includes also a critical analysis of the Mother Play as a whole; the history of its development, its educational aim, a detailed study of six typical songs, and the development of typical experiences through groups of songs.

4. Talks, Stories, Songs, and Games

The course prepares the teacher-in-training to act the part of a kindly guide to the child, leading him by familiar talks to seek and become acquainted with those things in his environment which would be of interest and value to him, and enables her to select and teach songs suitable both in music and in words, to select and tell stories suitable in character, and to adapt the games to the needs of the growing child and prepare him for the folk dances, calisthenics, and drill of the rest of the course.

BOOKS OF REFERENCE

9. The following books are recommended for reference in course B (see Regulation 3):

Blow: *Mottoes and Commentaries of Froebel's Mother Play.*
Bradley: Paradise of Childhood (Jubilee Edition).
Harrison: The Building Gifts.
Dewey: The School and Society.
Dewey: The School and the Child—Edited by Findlay.
Boyd: Locke to Montessori.
Poulsson: Love and Law in Child-training.
Froebel: Education by Development.
Fletcher and Welton: Froebel's Chief Educational Writings.
Blow, Hill, and Harrison: The Kindergarten.
Goldhammer: The Kindergarten.

Blow: Letters to a Mother.
Fisher: A Montessori Mother.
Froebel: Pedagogics of the Kindergarten.
Froebel: The Education of Man.
Morgan: The Montessori Method. Bulletin No. 1, Ontario Department of Education.
Kilpatrick: The Montessori System Examined.

5. Winter Reading Course

10. The following are prescribed for the Winter Course in Reading:
Hughes: Froebel's Educational Laws.
Blow: Mottoes and Commentaries of Froebel's Mother Play.
Lee: Play in Education.

COURSES A AND B

Observation and Practice-Teaching

11.(1) Demonstration lessons in the subjects of the school courses shall be taught by members of the staff.

(2) The courses in Observation and Practice-teaching for Courses A and B shall begin as soon as the Principal deems it expedient, and the number of lessons in each shall be at his discretion.

(3) The students shall be divided into groups and the work shall be taken up systematically per time-table. The group to which the student belongs shall be present at the discussions on his Observation and Practice-teaching lessons.

(4) The lessons for each student shall be arranged as far as practicable so as to cover the work of the Public and Separate Schools in all the subjects of the Course.

(5) The students shall be notified by the Principal of the subject and scope of the Observation lesson and shall have prepared the lesson beforehand. After the Observation lesson, they shall discuss it with the teacher concerned.

(6) (*a*) The students shall be notified of the subject and scope of the Practice-teaching lesson by the teacher, after consultation with the Principal.

(*b*) The students shall prepare a plan of each Practice-teaching lesson for submission to the teacher concerned.

(7) The necessary applications of the Science of Education and of Special Methodology shall be made systematically by the teachers concerned in connection with the model and observation lessons and practice.

EXAMINATIONS

12. (1) The final standing of the candidate will be determined on the combined results of her sessional records and final written examinations and on her Observation and Practice-teaching records.

(2) The Sessional Records shall consist of oral and written class tests in each subject of the course.

Written Examination

(3) At the close of each session there will be final written examinations in the following subjects, one paper in each; but, in the case of the Winter Reading course of Course B, the examination will be held on the first Saturday of the second session; the examination at the end of the second session of Course B will cover the Kindergarten subjects of both sessions:

COURSE A

The Science of Education and School Organization and Management.
Reading, Literature, and Composition.
Arithmetic and Writing.
Hygiene and Nature Study.

COURSE B

Winter Reading Course.
Kindergarten Principles and Methods.
Theory and Practice of the Gifts and Occupations.
Mother Play, Talks, and Stories.

Valuation of Subjects

(4) The maximum marks for each subject shall be 100, 40 being for sessional records and 60 for the final examination.

Observation and Practice-Teaching

13. The marks counted in estimating the final standing of the candidates in Observation and Practice-teaching for each course shall be those awarded her during the session, the maximum marks for observation being 50, and for Practice-teaching, 300.

Standard

14. The pass standard for Course A and for Course B shall be 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for the subjects and Observation and Practice-teaching, respectively.

SYLLABUS

OF

SUMMER COURSES

AND

EXAMINATIONS

FOR

CERTIFICATES

AS

TEACHERS OF AUXILIARY CLASSES

SUMMER COURSES AND EXAMINATIONS FOR CERTIFICATES AS TEACHERS OF AUXILIARY CLASSES

CERTIFICATES

1. (1) The work prescribed for a certificate as teacher of Auxiliary Classes is covered in one Summer session or in two consecutive Summer sessions with a Reading Course between, according to the grade in which the student is placed on entering. This grade will be determined by the grade of the student's professional certificate and previous experience in the work of Auxiliary Classes.

(2) The division of the work between the First and Second Sessions shall be at the discretion of the Principal.

COURSES OF STUDY

2. The courses consist of Lectures and Demonstrations by the staff, and of Observation and Practice-teaching by the students, as follows:

Introductory

Education and special Education; the Educational Reform Movement; the Child Welfare Movement; the Gifted Child; the Exceptional Child.

The diagnosis, cause, results, and prevention of mental defect and disease and of the more important physical defects; the preservation of sight, hearing, and mental powers.

Auxiliary Classes for Children whom semi-sight, or semi-hearing has disabled; nervous or delicate children.

Development of Auxiliary Classes; Training Schools, and Industrial Farm Colonies for mental defectives.

"After Care"; "Follow up Work"; "Field Work"; progress in this work in other countries; how to advance this work here.

The powers and capacities of mental defectives. Their physical and mental characteristics.

The training of the senses, muscular powers, and will; habit formation; chronological, mental, and physiological age.

Classification of, and tests for, mental defectives; legal and other definitions of different grades of mental defect.

Medical and pedagogical study of the backward, the retarded, the dull, the neuropathic, and the psychopathic child.

Individuality and personality of mental defectives.

The Auxiliary Classes Act of Ontario.

The aims and functions of School Medical Inspection and its relation to the Auxiliary Classes.

Causes of Mental Dullness, Backwardness and Retardation

Adenoids; bad housing, overcrowding and environment; cardiac conditions; contagious diseases; defective breathing; delayed convalescence; defective teeth; diseased glands; enlarged tonsils; excitement and strain; imperfect sight; imperfect hearing; immoral conduct; bad habits; lack of care; loss of sleep; malnutrition; poverty; speech defects; specific disease; tuberculosis; toxæmia; heredity.

Hygiene

Home Hygiene; personal hygiene; cleanliness; neatness; clothing.

Social Education

Establishment of correct habits; development of individuality; simple and useful every-day duties; dressing; manner; language; social relations.

Academic Education

Capacity for instruction in reading and writing, speech and language; arithmetic, music, local geography and history, and literature; object lessons; the methodology of these subjects.

Physical Education

Posture; locomotion; proper lifting of feet; walking movements; marching; correct breathing; motor training; co-ordination; gymnasium methods; simple gymnasium apparatus; imitative work; command work; corrective work; exercises training pupils in counting, direction, and regular movements.

Industrial Education

Special importance of Industrial Education.

The Auxiliary Class not an Educational Blind Alley.

Special attention to fitting child to earn or partly earn a living.

Use of hands, gradual acquirement of knowledge, use of models, recognition and use of materials, use of tools.

Domestic duties; co-operation with home and family duties and occupations; household arts and crafts.

Textile work; simple trade work, such as carpentry; simple design, and decoration.

Nature study; school gardening; vegetable and flower gardening.

Farm work: Care of poultry and other animals.

Amusement and Recreation

Importance of daily amusement and recreation.

Country walks; object lessons; clay modelling; story-telling; memorizing poetry; use of musical instruments; music, singing, phonograph, pictures.

"Playing shop" and "Playing house" and other lessons on money and on simple business, market, and home matters.

Value of holidays, birthdays, and dates of important events; social events.

Development of domestic aptitudes; table manners and courtesies at the school lunch.

Class Organization and Management

Admission of pupils; pupils who are suitable, and other pupils who are not suitable, for Auxiliary Classes.

Records in special class work; teacher's Diary of Journal and Commonplace Book; records of visits to homes; relation of the Auxiliary Class to the School in which it is placed; necessity of a flexible and varied programme.

First lessons; individual study of each child; development and progress of the child; arousing of interest; acquisition of useful and practical knowledge; importance of teaching by objects and concrete examples.

Moral training; discipline and disciplinary cases.

The juvenile defective delinquent; adjustment and mal-adjustment of child to environment; possibilities of happiness; happiness indispensable.

Home environment; how to form relationships with home life of child.

In connection with this part of the course special Auxiliary Classes will be organized under teachers who have had Auxiliary Class training. These classes will be held regularly in the same school building during the main course.

Psychology

As abnormal children are simply those who are lowest in the scales for intelligence, morals, etc., the psychology of abnormal children is essentially a study of individual differences; before the abnormal can be understood the normal must be known. The following, accordingly, is an outline of the topics of the course in psychology:

Psychology as the study of behaviour; neural action in relation to consciousness and behaviour.

The sense organs and sensation; the training of the senses; devices of training, such as the Montessori methods, which have proved successful in training the mentally-defective.

Instincts and their control for educational purposes; the Play instinct; educational importance of play; games for mental defectives; social instincts and their value for education.

The psychology of habit formation; laws and maxims of habit formation; development of motion power and control; the relationship of motor expression to mental development; the psychology and pedagogy of handicrafts; practice and fatigue.

Association and memory; good and bad memories; methods of memorizing; economical methods of memorizing; the curve of forgetting; memories of mental defectives.

Attention and interest; lack of interest in mental defectives and the problem of its arousal.

Stages of mental development in children; the mental defective as a chronically immature person.

Psychological tests; nature, uses and limitations of tests; the Binet-Simon tests; critical discussions of the value and limitations of these tests.

Psychological principles to be observed in the education of the feeble-minded.

Observation and Practice-Teaching

3. (1) Demonstration lessons shall be taught from time to time by members of the staff, of the nature and purpose of which due notice shall be given the students by the Principal.

(2) (*a*) The courses in Observation and Practice-teaching shall begin as soon as the Principal deems it expedient, and the number of lessons in each shall be at her discretion.

(*b*) The students shall be divided into groups and the work shall be taken up systematically as per time-table. The group to which the student belongs shall be present at the discussions on the Observation and Practice-teaching lessons.

(*c*) The lessons for each student shall be arranged as far as practicable so as to cover the work of the Auxiliary Classes in all the subjects.

(*d*) The students shall be notified by the Principal of the subject and scope of the Observation lesson and shall have prepared the lesson beforehand. After the Observation lesson, they shall discuss it with the teacher concerned.

(*e*) The students shall be notified of the subject and scope of the Practice-teaching lesson by the teacher, after consultation with the Principal.

(i) The students shall prepare a plan of each Practice-teaching lesson for submission to the teacher concerned.

(ii) The necessary applications of the Science of Education and of Methodology shall be made systematically by the teachers concerned in connection with the Demonstration and Observation lessons and Practice-teaching.

Demonstrations

An important part of the course will be the practical knowledge to be gained from Demonstrations, visits to Clinics and to Institutions.

Winter Reading Course

4. The following books are prescribed for the Winter Reading course:

An Introduction to Special School Work. Marion F. Bridie $1.10
Edward Arnold, London.
The Boston Way. The Rumford Press, Concord, New Hampshire 1.50
The Measurement of Intelligence. Lewis M. Terman 1.50
Houghton, Mifflin & Co., Boston.
Kallikak Family. Henry H. Goddard 1.50
The Macmillan Co., Toronto.
The Organization and Management of Auxiliary Classes. Helen MacMurchy ..... (free.)
The Department of Education, Toronto.
Mentally Defective Children, their Treatment and Training. G. E. Shuttleworth and W. A. Potts 1.60
H. K. Lewis, London.
The Mentally Defective Child. Alfred Binet and Th. Simon, authorized translation ..... .75
Edward Arnold, London, England.
Backward and Feeble-minded Children. E. B. Huey 1.60
Warwick & York Co., Baltimore.

BOOKS OF REFERENCE

5. The following books are recommended for reference: copies will be provided in the library:

Feeblemindedness, Its Causes and Consequences. Henry H. Goddard $4.00
The Macmillan Co., Toronto.
Feeblemindedness in Children of School Age. C. P. Lapage 1.50
The University Press, Manchester.
Child Problems. G. B. Mangold 1.25
The Macmillan Co., Toronto.
The Mental and Physical Life of School Children. Peter Sandiford 1.35
Longmans, Green & Co., London.
The Feeble-minded. E. B. Sherlock 2.50
The Macmillan Co., Toronto.
Mental Deficiency. A. F. Tredgold 3.25
Bailliére, Tindall & Cox, London.
Mental Health of the School Child. J. E. W. Wallin 2.10
Yale University Press, New Haven.

EXAMINATIONS

6. (1) (*a*) The final standing of the candidate for a certificate as Teacher of Auxiliary classes will be determined on the combined results of the sessional records and prescribed examinations and the Observation and Practice-teaching records.

(*b*) The sessional records shall consist of oral and written class tests in each subject.

(2) (*a*) The final written examinations will consist of a paper on each of the following subjects:

Mental Defectiveness: Its Causes and Prevention.

Psychology: General and Special.

The Methodology of the Auxiliary Class subjects.

Organization and Management of Auxiliary Classes.

(*b*) To the examinations in (*a*) will be added in 1919 an examination on the Winter Reading Course, which will be held on the first Saturday of the course.

(3) Each subject will be valued at 100 marks, of which 40 will be allowed for the sessional records and 60 for the final examinations.

(4) The marks counted in estimating the final standing of the student in Observation and Practice-teaching shall be those awarded during the session, the maximum marks for Practice-teaching being 300 and those for Observation lessons 50.

(5) The standing of each student at the end of the First Course will be determined by the Sessional Records, sixty per cent. of the total of the marks being required for admission to the Second Course.

NOTE.—All holders of the Certificate as Teacher of Auxiliary classes are advised to take, as soon as practicable, courses in at least two of the following: Agriculture and Horticulture, Manual Training, Household Science.

SYLLABUS

OF

SUMMER COURSES

FOR

TEACHERS OF FRENCH

SUMMER COURSES FOR TEACHERS OF FRENCH

COURSES OF STUDY

1. (1) To the courses in French may be admitted, as follows, the holders of professional certificates qualifying them to teach in the High or Continuation Schools:—

(*a*) To Course A, Honour University graduates in Modern Languages; and

(*b*) To Course B, other applicants whose academic preparation has fitted them to teach French.

(2) As far as practicable, the work will be conducted in the French language.

(3) Students may be transferred from one course to the other at the discretion of the Principal.

2. The following are the details of the Courses:—

COURSE A

Pronunciation

Phonetics: The organs of speech (illustrated by models and charts); the production and analysis of speech-sounds; classification of sounds; analysis of words and word-groups; investigation of stress intonation. The origin and application of the alphabet of the International Phonetic Association; reading and writing of transcriptions in this alphabet. Writing from dictation (practice in the use of both ordinary and phonetic characters). Practice in French diction; reading of prose and verse.

Oral Exercises and Written Composition

Conversation based on *leçons de choses,* wall pictures, descriptions, and narrations; recitation of passages of prose and verse. Free composition.

Audition

Lectures and *causeries* in French on various topics, such as: the geography of France; its products and industries; the French people, their racial origins and affinities, their dialects; the social and political organization of the nation; the newspapers and other periodicals. Outlines of French history; the great statesmen, philosophers, men of letters, artists, men of science, and inventors. The army and navy of France. The French nation in the present war.

Methods of Teaching

There will be held from time to time "round-table" conferences in which the best methods of teaching French will be discussed.

COURSE B

Pronunciation

The early part of the course will be taken in conjunction with the students of Course A, and the later exercises will be adapted to the special needs of those requiring a more elementary course.

Grammar, Oral Exercises, and Written Composition

The course will be similar to that outlined for A, but with a systematic review of the grammar of the language.

Audition

The lectures in French of Course A will be open to the students of Course B.

Methods of Teaching

The conferences which may be held in Course A will be open to the students of Course B.

ADDITIONAL COURSES

3. If the course is held this year, more opportunity will be provided for practice in speaking French outside of the regular hours of class work; and occasional lectures in history and art, illustrated in part by lantern projections, will be given at hours convenient for all the teachers who may be in the city.

BOOKS OF REFERENCE

4. The following books on sounds and their formation are recommended for reference; they will be accessible to the students during the courses. All use the International Phonetic Alphabet in the transcriptions, with the exception of No. 11.

1. International French-English and English-French Dictionary. Edited by R. M. Pierce .....Half leather, $3.00
   Hinds, Noble and Eldridge, New York.

   The French Pronunciation by Paul Passy; The English Pronunciation by George Hempl.

2. Dictionnaire phonétique de la langue française. Deuxième édition. Par H. Michaelis et P. Passy .....Cloth, $1.60
   Hachette & Co., London; G. E. Stechert & Co., New York.

   Contains no definitions; is merely for pronunciation, giving, first, the phonetic form, and opposite it the regular spelling of the word. Has more variety in the pronunciation than the International Dictionary, but fewer proper names.

3. Chrestomathie française. Deuxième édition. Par A. Rambeau et Jean Passy .....Cloth, $1.60
   Le Soudier, Paris; Holt & Co., New York.

   Specimens of prose and verse, with phonetic transcription on opposite pages. Valuable introduction.

4. Les Sons du français—leur formation, leur combinaison, leur représentation. Septième edition. Par Paul Passy .....Cloth, 2fr.
   Henri Didier, Paris.

5. The Sounds of the French Language. Translated by D. L. Savory and D. Jones. Second edition. By Paul Passy .....Cloth, 2s. 6d. net
   Clarendon Press, Oxford and Toronto.

   A valuable translation of No. 4 with important improvements.

6. French Pronunciation. By James Geddes .....Cloth, $1.00
   Oxford Press, New York and Toronto.

   A very full account of the subject, with exercises on isolated words, but no specimens of prose or verse; contains very full pronouncing vocabulary, and many hints on usage in printing and correspondence.

7. Elements of French Pronunciation and Diction. By B. Dumville..Cloth, 2s. 6d.
Dent & Sons, London and Toronto.

Clear and well illustrated; has many exercises.

8. A Practical Introduction to French Phonetics. By G. G. Nicholson..Cloth, 90c.
Macmillan Co., London and Toronto.

One of the fullest and best books from the English point of view; but containing no continuous specimens of prose or verse.

9. Manuel pratique de prononciation et de lecture françaises. Nouvelle édition. Par L. Bascan .....Cloth, 65c.
Dent & Sons, London and Toronto.

One of the best manuals on the phonetic side, with very large exercise material.

10. Précis de prononciation française. Par Rousselot et Laclotte..Paper, 7fr. 50c.
Welter, Paris.

A celebrated work, representing conservative standards of pronunciation. Both scientific and practical, but uses a transcription of its own.

11. An English Pronouncing Dictionary (on strictly phonetic principles).
By Daniel Jones ..... 6s.
Dent and Sons, London and Toronto, 1917.

Gives ordinary spelling first, then phonetic forms; no definitions. Indispensable for English and for purposes of comparison with French. It contains a valuable introduction, with excellent discussion of important phonetic problems.

SYLLABUS

OF

SUMMER COURSES

AND

EXAMINATIONS

FOR

ADMISSION TO

The Professional Courses

FOR

First and Second Class Certificates

SUMMER COURSES AND EXAMINATIONS FOR ADMISSION TO THE PROFESSIONAL COURSES FOR FIRST AND SECOND CLASS CERTIFICATES

COURSES OF STUDY

1. The Course of Study for the Middle School examination for admission to the professional courses for Second Class certificates and for the Upper School examination for admission to the professional courses for First Class certificates are given in detail in the High and the Continuation School Regulations, a copy of which may be obtained on application to the Deputy Minister of Education.

EXAMINATIONS

2. The following are the divisions of the August examinations:

Upper School

(1) Only the courses in the subjects of Parts C and D will be taken up in the Summer session, but papers will be set in the subjects of Parts A and B also. Candidates who are qualified under Regulation 11 (1) and (2) (*d*), page 19, may take one or more of the following Parts in any year and in any order, provided they take at least three Parts while actually and regularly engaged in teaching. The subjects of these parts are as follows:

Part A: English Composition and Rhetoric, Algebra, Geometry.

Part B: English Literature, History (First Course), Trigonometry.

Part C: History (Second Course), Latin, Physics.

Part D: Biology, with Chemistry and Mineralogy, or French and German, or Greek and German, or Greek and French.

Middle School

(2) Only the courses in the subjects of Part B will be taken up in the Summer session, but papers will be set in the subjects of Part A also. Candidates who are qualified under Regulation 11 (1) and (2) (*d*), page 19, may take the Parts in any order at either the June or the August examination, provided they are actually and regularly engaged in teaching. The subjects of these Parts are as follows:

Part A: Algebra, Geometry, English Literature, and English Composition.

Part B: Chemistry, Physics, Ancient History, and British and Canadian History.

Standard

(3) To pass in any Part, candidates shall make forty per cent. of the marks assigned to each paper in that Part and sixty per cent. of the aggregate of the marks of the Part.

APPENDIX

SPECIAL GRANTS

TO

SCHOOL BOARDS AND TEACHERS

APPENDIX

SPECIAL GRANTS TO SCHOOL BOARDS AND TEACHERS

In order to encourage in the Schools of the Provincial system, the teaching of Agriculture and Horticulture, Art, Household Science, Manual Training, Vocal Music, and Physical Culture, special grants are offered below to School Boards and Teachers on the conditions specified in each case.

A. High and Continuation Schools

I. VOCAL MUSIC

1. (1) On the following conditions, an annual grant of $100 will be made by the Department to the teacher of Vocal Music in a High or Continuation School who holds an Ordinary certificate in Vocal Music, obtained on a Departmental examination therefor:

(*a*) The Inspector's report on the equipment, organization, teaching, and the pupils' proficiency shall be favourable.

(*b*) The course shall be taken in at least each division of the Lower School and the provision therefor in the teacher's time-table shall be at least two half hours a week, with such additional courses and practice as may be prescribed by the Regulations.

(2) A School Board whose teacher of Vocal Music has earned the special Legislative grant provided for above shall spend, before the close of the current calendar year, $60 for the purchase of equipment for the teacher of Music, approved by the Inspector and selected from the list of equipment given in the Continuation and High School Regulations. Towards the cost of this purchase, duly certified by the Inspector, the Minister will make, until further notice, a special grant of $30.

II. AGRICULTURE AND HORTICULTURE

LOWER AND MIDDLE SCHOOLS

2. On the report of the Inspector that the Regulations have been satisfactorily complied with, the Department will pay the following grants:

(1) An annual grant, not exceeding $100 in each case, to the Board for carrying on the Lower and the Middle School Courses respectively throughout the year; but in no case will the grant exceed the total amount expended by the Board during the calendar year for the work.

(2) (*a*) An annual grant of $120 to the holder of a High School professional certificate and the degree of B.Sc. (Agr.) or to the holder of a Specialist's certificate in Agriculture, for carrying on the Lower and Middle School courses respectively, for each calendar year, or of $60 for each course carried on to the end of June, or of $40 for the remainder of the year.

(*b*) These grants will be paid also to the holder of a High School or First Class certificate and the degree of B.S.A.

(*c*) An annual grant of $80 will be paid to the science teacher who holds an Intermediate certificate, or to a District Agricultural Representative or an Assistant District Agricultural Representative of the standing of the Third year in the Ontario Agricultural College, for the Lower and Middle School courses

respectively carried on for each calendar year, or of $40 for each course carried on to the end of June, and of $30 for the remainder of the year. For carrying on the course in more schools than one, the Agricultural Representative will be paid two-thirds of the regular grant for each additional school.

(3) For conducting experimental and demonstration plots on the school grounds in connection with the class-room and laboratory instruction in the Lower and Middle School courses respectively, a grant of $25 additional will be paid to the teacher or Agricultural or Assistant Agricultural Representative in addition to the salary paid by the School Board, and a grant, not exceeding $25 for each course, to the Board; but in no case will the grant exceed the total amount expended by the Board during the calendar year for the work.

III. PHYSICAL CULTURE

GRANTS BY THE DEPARTMENT OF MILITIA AND DEFENCE, OTTAWA

3. (1) For the training of a Cadet Corps during the school year in a High or Continuation School or Collegiate Institute an annual allowance of $1.00 per cadet will be paid by the Department of Militia and Defence, Ottawa, on the following conditions:

(*a*) The Cadet Corps shall consist of at least 20 boys, who shall be at least twelve and not more than eighteen years of age.

(*b*) The Instructor shall possess a certificate of Military Instruction from the Department of Militia and Defence, Ottawa, or be otherwise qualified in accordance with the Cadet Regulations.

(*c*) The work of the Cadet Corps shall be reported to the Minister of Militia and Defence, Ottawa, and the Minister of Education, Toronto, as satisfactory on inspection by a Military Inspecting Officer of the Department of Militia and Defence.

(*d*) The allowance will be calculated on the number of enrolled cadets present at the annual inspection, with the addition of those whose absence can be satisfactorily accounted for to the Inspecting Officer.

(*e*) In the case of Cadet Corps authorized subsequently to March 1st in any year, the proportion of the above allowance, if any, that may be paid will be decided at Militia Headquarters.

(*f*) All claims are to be submitted to Militia Headquarters for approval, before payment can be made.

(2) Should the Inspecting Officer be unable to give a certificate of efficiency to a Cadet Corps at the Annual Inspection, he may recommend a special allowance for the Cadet Instructor. In estimating the amount of this special allowance, the Inspecting Officer will take into consideration the number of drills performed and the number of cadets partially trained. In no case may this special allowance exceed one-half the allowance authorized for an efficient corps.

(3) Upon the certificate of the Inspecting Officer a grant towards the provision and upkeep of uniform of $1.00 for each cadet inspected in a complete, serviceable, military uniform, will also be paid annually by the Department of Militia and Defence, Ottawa, to the School Board providing such uniform or to the cadet who has himself provided it. Claims for such allowance must be approved at Militia Headquarters.

GRANT BY THE DEPARTMENT OF EDUCATION, ONTARIO

4. Where a Cadet Corps has been duly established in connection with a High or Continuation School or Collegiate Institute and the other subjects of the course in Physical Culture have also been duly provided for in accordance with the Regulations, an additional annual grant of $50 will be paid to the School Board by the Ontario Department of Education on the following conditions:—

(1) There shall be at least 20 pupils in the Corps who shall be at least sixteen and not over eighteen years of age.

(2) (*a*) The Instructor of each cadet company shall be either a school teacher holding a cadet instructor's certificate, or an officer of the Active Militia or on the retired list or a non-commissioned officer of the militia, qualified as a Sergeant at a Royal School of Military Instruction, or any creditably discharged non-commissioned officer from His Majesty's Imperial Forces or from the Permanent Force of Canada.

(*b*) The Instructor shall hold a certificate as Specialist in Physical Culture granted by the Department of Education.

(3) The work in Physical Culture of the whole School shall have been reported to the Minister by the School Inspector as satisfactory and being that prescribed by the Regulations.

(4) The grant of $50 shall be treated as an addition to the Instructor's ordinary salary or shall be expended on the equipment for Physical Culture, as the Board may determine.

B. Public and Separate Schools

I. ART

5. On the report of an Inspector designated for the purpose by the Minister, that the supervision, accommodations, equipment, organization, teaching, and the pupil's work are satisfactory, the Legislative Grant for Art will be apportioned and paid by him as follows:—

(1) (*a*) An annual grant of $60 to the Supervisor of Art in the schools of an urban municipality who holds an Art Supervisor's certificate obtained on a Departmental examination therefor, and whose whole time is given to the work of Art in the schools, as prescribed in the Syllabus of Courses, with an additional $60 if he holds also the Diploma of A.O.C.A. from the Ontario College of Art; and —

(*b*) An annual grant of $40 to the teacher of Art in the schools of a town or a village who holds a certificate in Elementary Art obtained on a Departmental examination therefor, and who has general charge of the Art work in the schools, as prescribed in the Syllabus of Courses.

(2) A Board whose Supervisor or teacher of Art has earned the special Legislative grant provided for above shall spend, before the close of the current calendar year, at least an amount equal to this special grant in the purchase of works of art approved by the Inspector and selected from the lists contained in *Educational Pamphlet No. 5*: Lists of Reproductions of Works of Art. Towards the cost of this purchase duly certified by the Inspector, the Minister will make, until further notice, a special grant to the Board of $30 in the case of (1) (*a*) above and of $20 in the case of (1) (*b*) above.

II. VOCAL MUSIC

6. On the report of an Inspector designated for the purpose by the Minister that the supervision, accommodations, equipment, organization, teaching, and the pupils' proficiency are satisfactory, the Legislative Grant for Music will be apportioned and paid by him as follows:—

(1) (*a*) An annual grant of $60 to the Supervisor of Music in the schools of an urban municipality who holds a Music Supervisor's certificate obtained on a Departmental examination therefor and whose whole time is given to the work of the schools in Music as prescribed in the Syllabus of Courses; and—

(*b*) An annual grant of $40 to the teacher of Music in the schools of a town or a village, who holds a certificate in Elementary Music obtained on a Departmental examination therefor, and who has general charge of the teaching of Vocal Music in the schools, as prescribed in the Syllabus of Courses.

(2) A Board whose Supervisor or teacher of Music has earned the special Legislative grant provided for above shall spend, before the close of the current calendar year, at least an amount equal to this special grant for the purchase of equipment for the teaching of Music approved by the Inspector and selected from the list of equipment given on p. 105 of the Public and Separate School Regulations of 1915. Towards the cost of this purchase, duly certified by the Inspector, the Minister will make a special grant of $30 in the case of (1) (*a*) above, and of $20 in the case of (1) (*b*) above.

III. MANUAL TRAINING AND HOUSEHOLD SCIENCE

Special Provisions for Rural and Village Schools

7.—(1) The Board of a rural or a village school which is unable to comply with the provisions of the General Regulations, but which maintains classes in Manual Training as applied to the work of the Farm or in Household Science suitable to the requirements of the rural districts, which employs a teacher qualified as below, and which provides accommodations and equipment and a course of study, approved by the Minister before the classes are established, will be paid by the Minister the sums provided in the scheme below, out of the grants appropriated therefor; said grants to be expended on the accommodations, equipment, and supplies for Manual Training and Household Science. In no year, however, will the Departmental grants exceed the total expenditure of the Board for these classes.

(2) On the report of the Inspector of Manual Training and Household Science that the organization and the teaching of the classes in Manual Training or Household Science maintained as provided above are satisfactory, an annual grant will be paid by the Minister out of the Grant appropriated according to the following scheme:

(*a*) (i) When the teacher holds a Second Class certificate but is not specially certificated in Manual Training or Household Science—

Initial Grant to board, $40; to teacher, $15. Subsequent Grant: to board, $20; to teacher, $15.

(ii) When the teacher holds a Second Class certificate and has satisfactorily completed the work of one Summer Course in Manual Training or Household Science, provided by the Department, and undertakes to complete Part II the following year, or receives permission from the Minister to postpone said part—

Initial Grant: to board, $40; to teacher, $20. Subsequent Grant: to board, $20; to teacher $20.

(*b*) (i) When the teacher holds a Second Class certificate and in addition the Elementary certificate in Manual Training or Household Science—

Initial Grant: to board, $75; to teacher, $40. Subsequent Grant: to board, $30; to teacher, $40.

(ii) When the teacher holds a Second Class certificate and in addition the Ordinary certificate in Manual Training or Household Science —

Initial Grant: to board, $75; to teacher, $50. Subsequent Grant: to board, $30; to teacher, $50.

(*c*) When a school taking up Household Science provides at least one hot dish for the pupils staying to lunch from November 1st to March 31st, the above grants to the teacher of Household Science will be increased $10.

V. AGRICULTURE AND HORTICULTURE

FORMS III, IV AND V

8. (1) The grants payable to Boards and teachers of ungraded schools (schools with one teacher) and graded schools (schools with more than one teacher), with the main requirements for earning these grants, are set forth in the following schedules and regulations. (For the full statement of the conditions of payment, see Circular 13).

I. SCHEDULE OF GRANTS FOR RURAL UNGRADED SCHOOLS
Forms III and IV

Requirements.	Where the teacher holds a second class certificate but is not certificated in Agriculture.				Where the teacher holds an Elementary certificate in Agriculture and Horticulture, or receives a certificate during the year.			
	To the Board.*	To Teacher.* For full year.	To Teacher.* For fall term.	To Teacher.* For winter and spring terms.	To Trustees.	To Teacher.* For full year.	To Teacher.* For fall term.	To Teacher.* For winter and spring terms.
A. First Plan.								
Instruction.								
Instruction throughout the whole year, to be completed satisfactorily, with requirements regarding pupils' records, teacher's report, trustees' statement, etc., fulfilled.	Not exceeding $10 00	$15 00	$5 25	$7 50	Not exceeding $20 00	$40 00	$14 00	$21 00
Home Gardens.								
Home gardens or projects by pupils of Forms III and IV supervised by the teacher.								
School Grounds.								
Well kept grass and flower plots, borders, screens, etc., at school for beautifying grounds and for instructional purposes.								
B. Second Plan.								
Instruction.								
Instruction throughout the whole year, to be completed satisfactorily, with requirements regarding pupils' records, teacher's report, trustees' statement, etc., fulfilled.	Not exceeding $15 00	$20 00	$8 00	$10 00	Not exceeding $30 00	$50 00	$18 00	$27 00
School Gardens.								
(1) A pupils' school farm or school garden at or near the school, having at least six square rods for experimental and observation plots and contributing to the School Fair.								
(2) For other pupils of Forms III and IV not represented in the work on the six square rods, either additional plots in the school garden, or gardens or projects at home, supervised by the teacher.								
School Grounds.								
Well kept grass and flower plots, borders, screens, etc., for beautifying grounds and for instructional purposes.								

*(1) When, with the approval of the local and the Departmental Inspector, the work begins at Easter, a proportionate amount of the grants will be paid, provided an undertaking is given by the Board that it will be continued during the year following.

(2) On the recommendation of the local inspector, approved by the Departmental Inspector, the grants to Boards and teachers in the districts and the poorer parts of the counties may, in each case, be one-half greater than those provided in the above schedule.

(3) When the teacher holds an Intermediate certificate in Agriculture, the grant, in addition to his salary, shall be one-half more than that specified in the above schedule for the holder of an Elementary certificate.

II. SCHEDULE OF GRANTS FOR RURAL AND URBAN GRADED SCHOOLS

Forms III and IV

Requirements.	Where the teacher is certificated in Agriculture, or receives a certificate during the year.			
	To the Board.*	To the Teacher.*		
		For full year.	For fall term.	For winter and spring term.*
A. FIRST PLAN.				
Instruction.				
Instruction throughout the whole year, to be completed satisfactorily, with requirements regarding pupils' records, teacher's report, trustees' statement, etc., fulfilled.	$20.00 for each teacher not exceeding $100.00 for each School.	$40 00	$14 00	$21 00
Home Gardens.				
Home gardens or plots supervised by the teacher.				
B. SECOND PLAN.				
Instruction.				
Instruction throughout the whole year, to be completed satisfactorily, with requirements regarding pupils' records, teacher's report, trustees' statement, etc., fulfilled.	$20.00 for each teacher not exceeding $150.00 for each School.	$50 00	$18 00	$27 00
School Gardens.				
A pupils' school garden at or in connection with the school, having at least six square rods for experimental and observation plots for each class.				

* When, with the approval of the local and the Departmental Inspector, the work begins at Easter, a proportionate amount of the grants will be paid, provided an undertaking is given by the Board that it will be continued the year following.

FORM V

When a Board maintains the course prescribed for the Fifth Form, the Minister will pay, on the same conditions, the same grants as are payable for Lower School courses in agriculture and horticulture in the High and Continuation Schools. For particulars, see the Regulations of these Schools.

When also, as authorized below, pupils in Form V continue the course for Form IV with additions selected by the Principal from the course for Form V with the approval of the Inspector, the Minister may pay the teacher in addition to the grant for Form IV a grant for such work, not exceeding the fourth of the grant payable to him for Form IV, on the report and recommendation of the local Inspector approved by the Departmental Inspector of Elementary Agriculture and Horticulture.

(2) Where in a graded school there are two or more teachers with certificates in Agriculture, conducting classes in Forms III and IV in accordance with the regulations, the grants shall be apportioned to the teacher as follows: For each of two teachers 7-eighths of that specified above for one teacher; for each of three teachers 6-eighths; for each of four teachers 5-eighths, and so on.

(3) If one qualified teacher teaches the subject in different grades in the same school, or in different schools, the grant to him shall be apportioned on the same bases as for more than one teacher in (2) above.

(4) When two or more rural schools unite to form a consolidated school the grant to the Board shall be the total amount that might have been received by the individual schools before consolidation; and the grants to the teacher or teachers, as the case may be, shall be those set forth in the schedule for graded schools.

(5) When the work is commenced under a teacher without a certificate in Agriculture and afterwards comes under the charge of a teacher with a certificate, the grant payable to the Board for that year will be that one to which it was entitled at the time the work was commenced.

IV. PHYSICAL CULTURE

Grants by the Department of Militia and Defence, Ottawa

9. (1) For the training during the school year in a Public or Separate school of a Cadet Corps an annual allowance of $1.00 per cadet will be paid by the Department of Militia and Defence, Ottawa, on the following conditions: —

(2) The Cadet Corps shall consist of at least 20 boys, who shall be at least twelve and not more than eighteen years of age.

(3) The Instructor shall possess a certificate of Military Instruction from the Department of Militia and Defence, Ottawa, or be otherwise qualified in accordance with the Cadet Regulations.

(4) The work of the Cadet Corps shall be reported to the Minister of Militia and Defence, Ottawa, and the Minister of Education, Toronto, as satisfactory on inspection by a Military Inspecting Officer of the Department of Militia and Defence.

(5) The allowance will be calculated on the number of enrolled cadets present at the annual inspection; and, in addition, those whose absence can be satisfactorily accounted for by the Inspecting Officer.

(6) In the case of Cadet Corps authorized subsequently to March 1st in any year, the proportion of the above allowance, if any, that may be paid will be decided at Militia Headquarters.

(7) All claims are to be submitted to Militia Headquarters for approval, before payment can be made.

(8) Should the Inspecting Officer be unable to give a certificate of efficiency to a Cadet Corps at the Annual Inspection, he may recommend a special allowance for the Cadet Instructor. In estimating the amount of this special allowance, the Inspecting Officer will take into consideration the number of drills performed and the number of cadets partially trained. In no case may this special allowance exceed one-half the allowance authorized for an efficient corps.

(9) A grant towards the provision and upkeep of uniform of $1.00 for each cadet inspected in a complete, serviceable, military uniform, will also be paid annually by the Department of Militia and Defence, Ottawa, upon the certificate of the Inspecting Officer to the School Board providing such uniform or to the cadet who has himself provided it. Claims for such allowance must be approved at Militia Headquarters.

Grant by the Ontario Department of Education

10. Where a Cadet Corps has been duly established in connection with a Public or Separate School and the other subjects of the course in Physical Culture have also been duly provided for in accordance with the Regulations, an additional annual grant of $50 will be paid to the Board by the Ontario Department of Education on the following conditions:—

(1) There shall be at least 20 pupils in the Corps who shall be at least fourteen years of age and not over eighteen.

(2) (*a*) The Instructor of each cadet company shall be either a school teacher holding a cadet instructor's certificate, or an officer of the Active Militia or on the retired list or a non-commissioned officer of the militia, qualified as a Sergeant at a Royal School of Military Instruction, or any creditably discharged non-commissioned officer from His Majesty's Imperial Forces or from the Permanent Force of Canada.

(*b*) The Instructor shall hold a certificate as Supervisor in Physical Culture, obtained on a Departmental examination.

(3) The work in Physical Culture of the whole school shall have been reported to the Minister of Education by the visiting School Inspector as satisfactory and as being that prescribed by the Regulations.

(4) The grant of $50 shall be spent as an addition to the Instructor's ordinary salary or on the equipment for Physical Culture as the Board may determine.

C. CONTINGENCY OF GRANTS BY THE ONTARIO DEPARTMENT OF EDUCATION

If in any year the amount appropriated for any of the above services is insufficient to pay the grants in full the Minister of Education may make a *pro rata* reduction in the case of such grants.